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ABSTRACT

Most of the document is a teacher's guide for an eighth grade course in career education, in use at Cal Young Junior High School, Eugene, Oregon, emphasizing small group work. The five main parts of the course are: (1) career corner, a multimedia career information center for student job studies, (2) life career, a life planning simulation game, (3) self-awareness learning package for self-evaluation of interests, attitudes, abilities, and personality, (4) study of a local business, and (5) consumer economics, emphasizing buying an automobile and grocery shopping. The guide contains general objectives for the course. Specific objectives, background information, student activities, worksheets, and other learning materials are included for each unit. Activities can be adapted for use with the entire class. The guide is one product of a project to provide a comprehensive, formal career education program to seventh and eighth grade students through a learning center program utilizing an integrated approach. The final report of the project which involved 483 students and 20 staff members is included. The educational setting, procedures, outcomes, and recommendations of the two-year effort are summarized. An evaluation of the project's objectives indicates that the majority were met fully or partially. (MS)

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G.I.T.-8 (Getting It Together)

A TEACHER'S GUIDE

"An Integrated Approach to Junior High Career Education"
partially funded by the State of Oregon Career Education
Exemplary Project Grant

Retrieval - Dissemination Center
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GETTING IT TOGETHER

first edition

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PREFACE

G.I.T.-8 (Getting It Together)
Career Education for eighth graders
Cal Young Junior High School
Eugene, Oregon

The Careers Education program at Cal Young Junior High was developed to function within a Learning Center situation. Every 7th grader at Cal Young is required to take a full year of Learning Center as part of his school program. Within the Center each 7th grader takes a nine-week course in careers education called G.I.T.-7 (Getting It Together). This course was developed during the school year '72-'73, and a manual was published by the school district so as to be available for teacher use. The G.I.T.-7 course includes two main emphases: self-awareness, and an orientation to the world of work.

In the school year '73-'74 an eighth grade program, G.I.T.-8, has been developed. As with the seventh graders, the eighth graders are required to take Learning Center as part of their school program. The emphasis of the G.I.T.-8 program is in small group work. Materials are written and packaged so that different groups or individuals can be working on different activities within the same room and there the teacher moves from group to group to answer questions and make suggestions. A teacher could have an entire class work on the same unit if he or she preferred. There is no particular order the units must be taught.

There are five main units of study within the G.I.T.-8 course:

1) Each eighth grader does job study in the Career Corner of the Learning Center. The Career Corner includes: tapes, film loops, learning packages, and reading materials.

2) Small groups of students are formed to study a local business as to job roles represented, the service the business performs for the community, etc.

3) Another emphasis of the eighth grade program is consumer-economics. Students study buying an automobile and grocery shopping.

4) Also, the student participates in a simulation game called "Life Career", a game of life planning.

5) To further the student's self-awareness, each student completes a package on himself comparing his present responses to work he did as a seventh grader.

It has been our belief that careers education can best be taught through real-life experiences in the community. Much of the enclosed material includes students' visits to local businesses. As of December, 1973, we have had to limit parts of our program due to the gasoline shortage. Until December we had developed a list of willing parents who drove students to a variety of businesses

around town. As of December we could no longer ask them to continue this. The enclosed material is written with ideal in mind that transportation will at some time be more convenient whether it be through mass transit or whatever.

Carol Gorby Campbell
Career Education Teacher
Cal Young Junior High

Robert Berkley
Principal

INTRODUCTION

The following represents the general objectives to be met through the G.I.T.-8 small group experiences.

Objectives:

1. The student will show familiarity with occupational classification and the needed resources for obtaining occupational information.
   a. Each student will complete a learning package on the D.O.T. (Dictionary of Occupational Titles) so the data-people-things concept will be reinforced from G.I.T.-7.

   b. The student's job study in the Career Corner will require use of data-people-things classification and use of reference materials.

2. The student will develop an adequate degree of self-awareness to enable him to relate himself to possible career choices and choose his school activities.
   a. The student will be acquainted with careers related to specific subject areas taught in school.

   b. Students will do follow-up work on G.I.T.-7 self-awareness.

3. The student will be able to identify non-skill factors which have a great affect on the proper choice of a career and on obtaining, holding, and succeeding in a job.

4. The simulation game of Life Career will be revised to fit the junior high school and teach applying personal characteristics to satisfaction and success on the job.

5. The student will be able to identify good consumer practices in everyday buying.

6. Students will be able to identify a variety of work roles within a specific business and how these roles contribute to the goals of the business itself.
   a. The students will study the school as an example of a place to work and look at various work roles demonstrated.

   b. Students, in small groups, will choose a local business to study as a project.

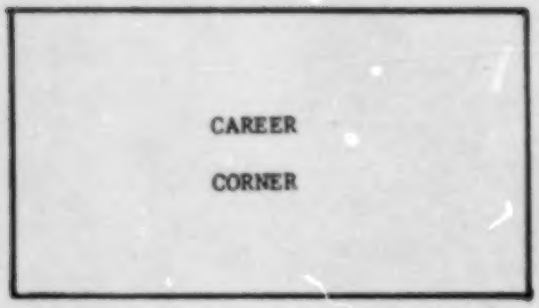
   c. Students will make reports of their study, and these materials will be added to the Career Corner in the Learning Center.

7. A cadre of parents of Cal Young will be formed for career ed field trip drivers.

8. A cadre of student helpers will be formed to work in the Learning Center.

9. The Career Education teacher and the school librarian will develop a Career Corner of resource materials in the Learning Center.

Following is the manual including the materials for each of the five units of G.I.T.-8.


CAREER
CORNER

WHAT CAREER CORNER TEACHES

The Career Corner is designed to be a career information center. The following are its objectives:

1. The student knows sources of career information and how to use them.

2. The student is exposed to at least 8 occupations of his choice through audio/visual material.

3. The student is familiar with the cluster concept and how this relates to his own high school scheduling.

4. The student has a basic understanding of the D.O.T. job classification system.

5. The student completes a questionnaire on himself in terms of interests and abilities, and is given job titles that match this information.

6. The student looks at all occupational study in relationship to whether the job studied fits his own personality and ability.

The following are included in the Career Corner:

_____ 8mm film loops (Job Opportunity Series, Encyclopedia Britannica, 425 N. Michigan Ave., Chicago, Illinois 60611)
_____ filmstrips and accompanying tapes (World of Work Series, Sets 1 and 2, McGraw-Hill Book Co., 1221 Avenue of Americas, New York, N.Y. 10020)
_____ 6 tape players and 6 filmstrip viewers
_____ 1 film loop projector
_____ 1 slide projector
_____ Cluster Areas Learning Package with accompanying teacher-made slides and taped narration
_____ Interview tapes of workers in a variety of occupations (obtained through Lane County I.E.D., Eugene Oregon)
_____ student-made recruiting posters in occupations (from G.I.T.-7 students)
_____ library books on careers and people in careers
_____ The D.O.T. (Dictionary of Occupational Titles) Learning Package
_____ The Dictionary of Occupational Titles, volumes 1 and 2
_____ issues of Career World magazine
_____ bulletin board of careers in the news, cartoons from newspapers and magazines
_____ Careers, occupations briefs file (Careers, P.O. Box 135, Largo, Florida 33540)
_____ copies of The Occupational Outlook Handbook
_____ C.I.S. Needle Card Sort questionnaire and system in Careers (available through Career Information System, University of Oregon, Eugene, Oregon)

Each eighth grader in G.I.T.-8 is expected to do specific assignments in the Career Corner. Each views a minimum of 8 occupations through the audio-visual equipment available and fills out information for each occupation, followed by a worksheet that helps the student compare and evaluate the eight occupations. The eighth grader completes learning package on Career Clusters and also the use of the D.O.T. The student in G.I.T.-8 also uses the Needle Card Sort system to find occupations that might fit his own interests or abilities.

Following are materials used in the Career Corner.

Directions: Film loops or filmstrips

1. See the student helper to view film loops on jobs and get your information cards.

2. View at least 8 different jobs and fill out an information card on each one. You may want to see the loop twice to better understand the job.

   If you do not find all of the information you need in the film loop, go to the Occupational Outlook Handbook to help you or use the reference book for the Needle Sort system of jobs.

   Fill out one card per job that you view. Do both sides of the card.

3. Use your cards to do the film loop exercises worksheet.

4. Hand in your worksheet to the student helper when it is finished. You may take it home or work on it in study hall if you need to.

Film Loop Worksheet Name_____

A. List all of the jobs viewed that require training beyond high school:
   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.

B. List all of the jobs that will need mathematics to do the job:

C. List all of the jobs that will need language arts to do the job:

D. List all of the jobs that will have lots of openings in the future:

E. Take all of the jobs you viewed. Look at their beginning wages and put them in order from the one with the highest beginning wage to the lowest beginning wage.
   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.

F. List the three jobs that require the most number of hours of work per week:
   1.
   2.
   3.

G. List any jobs that have some danger involved:

H. List any jobs below that have prestige (respect from other people):

I. Look at the data-people-things digits (the last three digits) of the D.O.T. number for the jobs you viewed. List under the categories below the jobs that mostly fit the categories. If there is a tie in more than one category, list the job in both categories. Remember a low number means a lot of involvement in the category. For example, if nurse is mostly people according to the D.O.T. number, you write "nurse" under people.

DATA	PEOPLE	THINGS

J. Take all of your job cards and put them in order as to how interesting they are to you. Put the one you like best on top, etc. Now, list the order you chose below. Write the D.O.T. numbers for each job. Also, tell the cluster the job fits into. (see your cluster learning package for help)

	JOB TITLE	D.O.T. NUMBER	CLUSTER AREA
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

K. Look at your list. What cluster areas do you mention in your top 4?

L. Are you mostly a data, a people, or a thing person?

M. Name 2 or 3 jobs from the list that might interest you.

1.
2.
3.

N. Tell any other jobs not on the list that interest you:

Film Job Study Form

Name of Job: _____

D.O.T. number_____

5 duties of the job: _____

_____

_____

Training needed:_____

_____

School course that helps in the job:_____

_____

Are we short of workers in this field?_____

Will more workers be needed in the future?_____

Beginning wage per month? $_____

Highest wage possible? $_____

Is there usually vacation with pay?_____

Hours of work: Daily_____Weekly_____

Are there any health or safety hazards?_____

If yes, what are they?_____

_____

_____

_____

ACTIVITY ON THE JOB

Circle y = yes, s = some, n - no

1. Work deals with things or objects. y s n
2. Work involved with people in business matters.
   y s n
3. Work is the same thing every day.
   y s n
4. Work deals with people in a personal way.
   y s n
5. Work deals with giving people directions.
   y s n
6. Work results in respect from other people.
   y s n
7. Work is scientific or technical.
   y s n
8. Work requires you to make up your own ideas.
   y s n
9. Work is involved with making a product and/or machines.
   y s n
10. When the work is over you have something you have made that you can see. y s n
11. Would you like this work for yourself?
    y s n (maybe)

Understanding

the Career Cluster Concept

A package for students

Activities included:
"The Cluster Concept" slides
(I.E.D.)
2 worksheets
post-test

To the student: When you complete the package, request the post-test from the teacher.

What is the Career Cluster Concept?

The purpose of this package is to acquaint you with the changes that are taking place in the high schools and how these changes will affect you. How does a school change? New buildings? New teachers? New books? The answer is yes to all of these questions, but we are talking about the changes in the courses of study offered and in the way in which you will plan your high school schedule.

Teachers and administrators have realized for a long time that schools must prepare all students, not just those who are going on to college. Schools must offer courses that will help each of you to select and train for the career you will need to pursue upon leaving high school. This organization of courses around families of jobs is called the career cluster program.

A career cluster curriculum is planned to provide occupational educatior for all students. Occupational education becomes an important part of a school's career program. It provides a number of choices for students. The many occupational clusters of the curriculum are determined by combining occupations into related groups or families with similar characteristics.

Jobs in Oregon have been studied and grouped to form clusters of occupations in which similar tasks are performed. For example, the stenographer, secretary, and clerk-typist all belong in the same family of office workers. They all have the task of typing in common.

Let us look at another example of the Cluster Concept as found in one of the cluster programs at the high school, entitled Marketing. This Career Cluster is very popular with both boys and girls. Some examples of typical jobs that have been studied to form this cluster are:

Sales persons

Real Estate salesmen

Auto salesman

Delivery boy

Sales Manager

Advertising Manager

Clerks

Route man

Grocery checker

Buyer

Sales clerks

Department Managers

Salesman for industrial equipment and supplies

If you enroll in this cluster, you will become acquainted with subjects dealing with selling, buying, transporting, storing, promoting, financing, marketing research, and management for this is a field that deals with demonstrating and explaining the qualities of merchandise to customers and skill in handling the purchases of goods and services. You will also work in the school store where you will gain practical experience in selling and planning displays.

Can you now tell what a Cluster Program means? A career cluster is composed of recognized occupations which are related because they include some of the same skills and knowledge requirements.

(Do Worksheet 1 by matching the job to its cluster.)

A good question at this point might be, "how did schools decide what to teach in each cluster?"

First, jobs were studied and then grouped to form clusters of occupations in which similar tasks are performed. These "on-the-job" tasks make up the subject for study. Each of the clusters is based on state manpower needs. To be a cluster there must be employment opportunities for at least 10,000 persons within the "cluster field," and a need for at least 2,000 more employees in the next five years. A cluster can only be taught if there will be job openings in the future.
(View the slides entitled "The Cluster Concept.")

We have viewed the slides entitled "The Cluster Concept." The jobs shown in this presentation are all related to the Health Services Cluster. Training for many of these jobs is available at Lane Community College or Churchill High School. Also, South, North and Sheldon offer training programs in the Health Services. A good thing for you to know is that any Eugene high school student may arrange to attend a high school other than the one nearest his home to get into a cluster program that he wants.

When you register for high school remember the cluster program. You will have a chance to visit the clusters as a before-registration activity. Take a good look at what the high schools have to offer you in career preparation.

Do Worksheet 2.

Name_____

Worksheet 1

Complete and hand in for credit.

Here is a list of career clusters that are represented in Eugene high schools:

___Secretarial
___Clerical
___Bookkeeping
___Marketing
___Mechanics
___Electricity-Electronics
___Metals
___Construction
___Forestry
___Health Careers
___Food Service
___Child Care Services
___Social Services
___Communications
___Housing and Home Furnishings

Write the letter of each job below before its cluster above:

a. carpenter
b. accountant
c. chef
d. news broadcaster
e. TV repairman
f. salesman
g. welder
h. nurse's aide
i. typist
j. postal clerk
k. diesel mechanic
l. nursery school teacher
m. welfare counselor
n. interior decorator
o. millworker

What is the Career Cluster Concept. Name_____

Worksheet 2

Complete and hand in for credit.

1. Without referring to the information sheets, list and spell correctly seven of the clusters.

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
   6. _____
   7. _____

2. List a career cluster that interested you.

   1. _____

3. Name 2 specific job titles in the career cluster named.

   1. _____ 2. _____

4. List 2 general tasks performed in these jobs that require the same knowledge or skills.

   1. _____
   2. _____

*5. Give 3 examples of subjects that you will want to take during your high school program if you decide to explore further in the cluster you named in Question 2 above.

   1. _____
   2. _____
   3. _____

Career Cluster Concept

Name _____

Post-Test

Check only those statements that are correct about the cluster concept.

1. A career cluster is made up of occupations which are related because they include some of the same skills and knowledge requirements. ____

2. The secretary and the stenographer are in the same cluster since they have the task of typing in common. ____

3. If you enroll in a cluster program in the high school, you will <u>not</u> be eligible to enter college upon high school graduation. ____

4. Such jobs as waiter, cook, bus boy, or bartender are grouped in the Food Service Cluster. ____

5. If you do not live in the Chruchill area you cannot take the Child Care program that is offered there. ____

Some Job Clusters

Construction - careers in building

Domestic and Custodial Work - cleaning and caretaking careers

Food Service - careers in food preparation

Managerial Work - careers developing and planning the work of others

Marketing - careers in selling goods or products

Mechanics - skilled work in repair of equipment

Social Service - careers in helping people with their problems

Public Service - careers in keeping the society going

Entertainment - careers in entertaining the public as part of leisure time

Metal Working - working with metal machines, making tools

Office Operations - careers in a business office

Transportation - careers involving moving people or products from place to place

Timber Products - careers in the lumber industry

Health Services - careers in safeguarding and curing disease and injury

Agriculture - careers in cultivating the soil, producing crops, and raising livestock

Graphic Arts - dealing with art, printing, photography, design

Explanation of Data-People-Things Levels

_____ _____ _____ _____ _____ _____

data people things

Data (4th digit):

0 level - putting together ideas to discover facts

1 level - determining time, place, or order to do something

2 level - deciding if ideas are good ones and giving better ones

3 level - collecting information

4 level - performing arithmetic

5 level - copying information

6 level - comparing information

7 or 8 level - not involved with data

People (5th digit):

0 level - dealing with people personally

1 level - making decisions with people about something

2 level - teaching people

3 level - setting up work for people to do

4 level - entertaining people

5 level - talking people into something

6 level - giving directions to people

7 level - serving people; helping them with their needs

8 level - not involved with people

Things (6th digit):

0 level - fixing machines, replacing parts

1 level - using judgment to run a machine

2 level - running a machine that makes a product

3 level - running a machine that must be steered, Ex: truck driver

4 level - using judgment to place things or move them

5 level - watching a machine to keep gauges, etc. at a correct level

6 level - placing materials in and out of a machine

7 level - moving objects as someone tells you to

8 level - no involvement with things

OCCUPATIONAL CATEGORIES (digit 1)

1. Professional, Technical, and Managerial

A 0 or 1 in the first digit stands for professional, technical, or managerial work. This category includes occupations involved with the fields of art, science, engineering, education, medicine, law, business relations, managerial or technical work. Most of these occupations require lots of educational preparation usually at a university, community college, or technical institute.

2. Clerical and Sales

Level 2 in the first digit stands for Clerical and Sales jobs. This category includes occupations concerned with preparing, copying, and keeping written records, keeping accounts, sending out information, and selling or persuading customers. Includes occupations like sales and office operations work.

3. Service Occupations

Level 3 in the first digit stands for the service occupations. This category includes occupations of work in and around private homes, serving people in hospitals, restaurants, etc., also, it involves protecting the public against crime, fire, accidents, and war.

4. Farming, Fishing, and Forestry

Level 4 in the first digit is for work in farming, fishing, and forestry. This category includes occupations concerned with growing, harvesting, catching, and gathering land and water plant and animal life.

5. Processing Occupations

Level 5 in the first digit is the Processing Occupations. This category includes occupations concerned with mixing, combining, chemically treating, heat treating or similarly working materials and products. Knowledge of how to do it and using formulas are required. Vats, stills, ovens, furnaces, mixing machines, crushers, grinders, and related equipment or machines are usually involved.

6. Machine Trades

Level 6 in the first digit represents the machine trades. This category includes occupations concerned with feeding, tending, operating, controlling, and setting up machines to cut, bore, mill, print, and work such materials as metal, paper, wood, and stone. At the hardest levels, the important aspects of the work include understanding machine workings, reading blueprints, making mathematical computations, and using judgment. Coordination of the eyes and hands is the most important thing at the lower levels. Disassembly, assembly, repair, and installing of machines and mechanical equipment; and weaving, knitting, spinning are included in this category.

7. Bench Work

Level 7 is the Bench Work Occupations. This category includes occupations concerned with the use of hands or feet, hand tools, and bench machines to fit, curve, grind, carve, mold, paint, sew, assemble, inspect, repair, and work with small objects and materials, such as jewelry, phonographs, light bulbs, musical instruments, tires, footwear, pottery, and clothing. The work is usually done at a certain place in a mill, plant, or shop, at a bench, worktable, or conveyor belt. At the higher levels, workers usually read blueprints, follow patterns, use a variety of hand tools, and assume responsibility for meeting standards. Workers at the lower levels are required to follow set rules of work.

8. Structural Work

Level 8 in the first digit are the Structural Work Occupations. This category includes occupations concerned with making buildings, installing, paving, painting, repairing, of structures such as bridges, roads, motor vehicles, cables, airplane engines, girders, plates and frames. The work usually happens outside a factory, except for factory assembly line occupations. Tools used are hard or portable power tools, and such materials as wood, metal, concrete, glass, and clay are involved. Workers are often required to know about the materials with which they work, for example, stresses, strains, durability, and resistance to weather.

9. Miscellaneous

Level 9 in the first digit is for miscellaneous occupations. This category includes occupations concerned with transportation services, packaging and warehousing, utilities, amusement, recreation, and motion picture services, mining and logging, graphic arts, and various miscellaneous activities.

OCCUPATIONAL DIVISIONS (digit 2)

Professional, Technical, and Managerial Occupations

00
01 Occupations in farming and engineering
02 Occupations in mathematics and physical sciences
04 Occupations in biology, botany, zoology
05 Occupations in psychology, sociology
07 Occupations in medicine and health
09 Occupations in education
10 Occupations in museum, library
11 Occupations in law
12 Occupations in religion
13 Occupations in writing
14 Occupations in art
15 Occupations in entertainment and recreation
16 Occupations in directing hospitals, schools, etc.
18 Occupations as managers and officials
19 Miscellaneous professional, technical, and managerial occupations

Clerical and Sales Occupations

20 Stenography, typing, filing
21 Computing math and account keeping
22 Receiving, storing goods, handling
23 Information and message sending
24 Miscellaneous - adjusting claims, quoting prices
25 Insurance or real estate salesmen, etc.
27 Salesman of products or goods
29 Merchandising occupations

Service Occupations

30 Household help - maid, cook, etc
31 Food and beverage preparing and serving
32 Motel-hotel work
33 Barbering, cosmetology
34 Amusement and recreation
35 Miscellaneous personal service - guides, attendants, etc.
36 Apparel and furnishings - upholsterer, seamstress
37 Protective service - police, fireman, soldier
38 Building services - janitor

Farming, Fishery, Forestry

40 Plant farming
41 Animal farming
43 Fishery
44 Forestry
45 Hunting, trapping
46 Agricultural service - crop duster

Processing Occupations

50 Occupations in the making of metals
51 Ore refining and foundry
52 Occupations in processing food, tobacco
53 Occupations in processing paper
54 Occupations in processing oil, coal, gas
55 Occupations in processing of chemicals, plastics, synthetics, rubber, paint
56 Occupations in processing of wood and wood products
57 Occupations in processing stone, clay, glass
58 Occupations in processing of leather, fabrics
59 Miscellaneous processing occupations

Machine Trades Occupations

60 Metal machining
61 Metal working - tool and die making
62 Mechanics and machinery repairman
63
64 Paperworking occupations
65 Printing occupations
66 Wood machining occupations
67 Occupations in machining stone, clay, glass
68 Fabric occupations
69 Machine trades - tending, controlling machines

Bench Work Occupations

70 Occupations in making, assembly, and repair of metal products
71 Occupations in making and repair of scientific and medical apparatus, photographic and optical goods, watches and clocks
72 Occupations in assembly and repair of electrical equipment
73 Occupations in making and repair of products made from many materials
74 Painting, decorating
75 Occupations in making and repair of plastics, synthetics, rubber
76 Occupations in making and repair of wood products
77 Occupations in making and repair of sand, stone, clay, glass
78 Occupations in making and repair of fabrics, leather
79 Bench work not listed above

Structural Work Occupations

80 Occupations in metal making that are not included in machine trades or bench work
81 Welders, flame cutters
82 Electrical assembling, installing, and repairing
84 Painting, plastering, waterproofing, cementing
85 Excavating, grading, paving
86 Construction occupations - carpentry
89 Structural work occupations - bridges, aircraft, etc.

Miscellaneous Occupations

90 Motor freight - trucking
91 Transportation - airlines, busing, rail
92 Packaging, and materials handling
93 Occupations in mining
94 Occupations in logging
95 Occupations in providing electricity, water, gas service to homes and businesses
96 Amusement, recreation, and motion picture occupations
97 Occupations in graphic art work

Name_____

D.O.T. Post-Test

fill-in:

1. How many digits are there in the D.O.T. number _____

2. "D.O.T." stands for _____

3. The fifth digit of the D.O.T. number is the _____ _____ digit.

4. The D.O T was designed to fit a _____ to a _____

Part I

Last year we studied that the D.O.T. is short for the Dictionary of Occupational Titles, a book written by the U.S. Department of Labor to help people classify jobs. The dictionary classifies 22,000 jobs by a code number of six digits, divided into two groups of 3 digits by a decimal point.

_____ _____ _____ . _____ _____ _____

data people things

The last three digits are the data-people-things digits which tell a person how much the job is involved in these three areas. We studied these last year. Now we will review them again.

Do:

1. First of all, go to volume 1 of the D.O.T. to help you do worksheet #1. Look up each job listed, tell the six-digit D.O.T. number, the type of job it is (you will find that in parentheses by the D.O.T. number), and then read the description about the job so you can list 3 duties of the job. Do this for every job on the list.

2. Included in this package is a paper entitled: Explanation of Data-People-Things Levels. Go to it now. Also look at worksheet #2. Fill in the data-people-things numbers for each job listed, then look at the explanation sheet. Write the description for each level in the chart. Use the underlined part of each description to save writing. See example given.

3. Look at the explanation sheet for data-people-things again. Which level most interests you under each area?

   Write your own Data-People-Things number below:

   _____ _____ _____

   data people things

Worksheet #1 Name _____

Job Title	Code no.	Type of Job	3 duties of the job
Flight Engineer			
Pin Boy	340.878		
Life Insurance Salesman			
Glove Pairer			
Osteopath			
Truck Driver (Heavy)		Dairy Products	
Pullman Porter			
Lineman, Section			
Carpet Sewer			
Deburrer		Clock & Watch	

Worksheet #2

Name_____

Job Title	6-digit code number	d-p-t number	Data	People	Things
example: Beautician	332.271	.271	if ideas are good ones	serving people	using judgment to run a machine
Stenographer	202.388				
Veterinarian	073.108				
Animal Caretaker	356.874				
Rug-Cutter's Helper	585.886				
Athlete	153.348				
Job Analyst	166.088				
Home Lighting Advisor	299.258				
Lost and Found Clerk	243.368				
Musician, instrumental	152.048				
Machinist, foreman	631.131				

Part 2

Last year we ignored the first three digits of the D.O.T. number. We will look at these now. The first three digits have names just as do the last three. The first number is the category digit, the second is the division digit, and the third is the group digit. See diagram below:

_____ _____ _____ .
category division group

These digits come before the decimal point. These three digits help a person look at what areas of interest they have in terms of work. For instance, are you interested in health careers, or secretarial work, etc.? Let's look at the category digit in terms of you:

1. Look at the sheet marked: Occupational Categories (digit 1). Read over the explanation of the first digit categories, then go to "My Occupational Horizons" worksheet. Pick 2 or 3 categories that most interest you. Write the level and category title under Digit 1 of the Horizons chart. (See the example.)

2. Go to the sheet marked: Occupational Divisions (digit 2). Look at the areas you listed on your chart for digit 1. For example, if you chose Service Occupations look to see what interests you under service occupations. Choose your second digit level for your categories and list them under Digit 2 on your Horizons chart. (See example or ask for help if you do not understand.)

3. Now go to pages 3-24 of Volume 2 of the D.O.T. Here you will find the information on the 3rd digit of the D.O.T. number. This further divides the Division level down into more special work yet. Go to the levels you marked for Digit 2 on your chart. For example, if you marked 33 as a level you like, then you have a choice of 330, 331, 332, etc., up to 339. You would then pick the levels among these that most interest you. Do this for your choices of Digit 2 on the chart and fill in your Digit 2 information on the Horizons chart. (See example or ask for help.)

4. Now, look at the list of jobs you obtained for Digit 3. These are some sample jobs you might want to consider for yourself. Do you notice anything they have in common? Later you will use a Needle Card Sort system to find jobs that might interest you. When you use the system, see if any of the jobs you have here match that list.

5. From your Horizons chart write some possible first three digits combinations that might interest you:

_____ _____ _____ . _____ _____ _____

_____ _____ _____ . _____ _____ _____

_____ _____ _____ . _____ _____ _____

_____ _____ _____ . _____ _____ _____

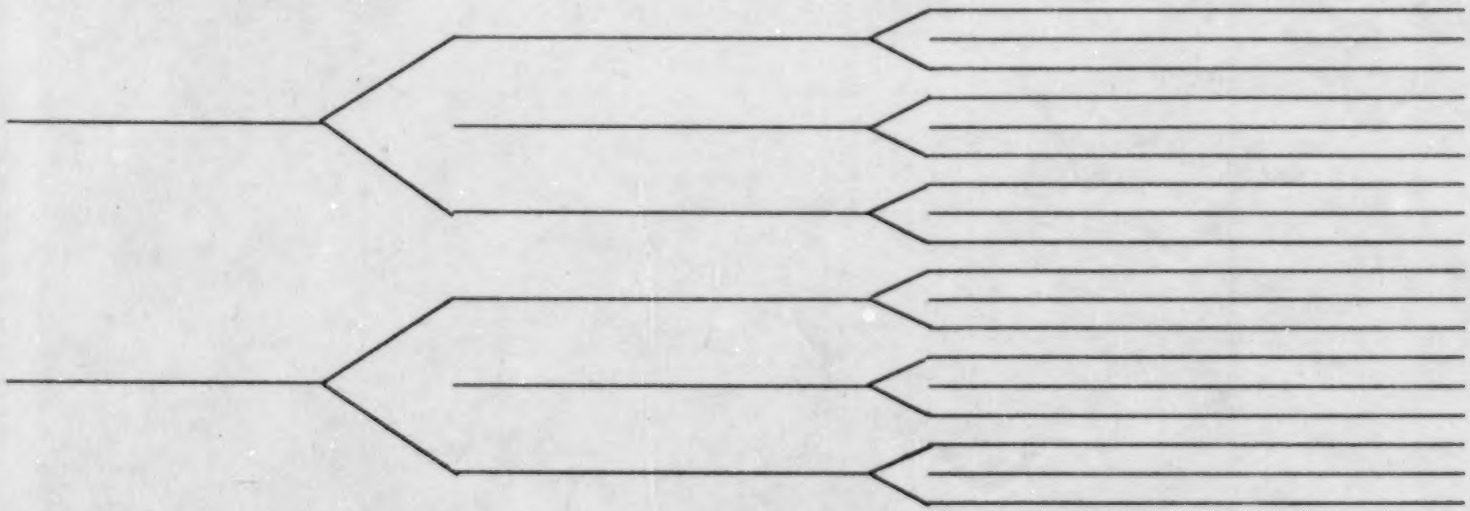
Add the data-people-things number you gave yourself in part one of the package for the last three digits.

Now, maybe you see how the D.O.T. number is formed and how jobs are classified.

My Occupational Horizon - Where Are My Interests? Name_____

Digit 1 (Category)		Digit 2 (Division)		Digit 3 (Group)	
Level	Title	Level	Interest Area	Level	Special Area
Example: 3	Service Occup	33	Barbering, Cosmetology	331	Manicurist
				335	Bath Attendant
		36	Apparel & Furnishings	362	Dry Cleaning
				365	Shoe and Luggage Repair
				369	Apparel & Furnishing Repair

** fill in your choices below



If you have more than 2 job choices use a ruler to make another diagram.

Part 3

The D.O.T. classification is based on the idea that the job has to fit the person to make a good job choice.

1. Now, do the worksheet entitled: "Fitting the Person to the Job" to show you understand.

2. Give your package to the student helper and ask for the post-test for this package. After you finish give the test to the helper. You will get all of your work back after it is graded. Your work in D.O.T. is completed.

Name_____

Fitting the Person to the Job

1. Jobs are classified according to their involvement in 3 areas of interest that are indicated by numbers to the right of the decimal point in the D.O.T. number. What are these three areas:

   _____ _____ _____

2. Explain by examples, how the secretary does work in all three areas:

   data-

   people-

   things-

3. Below is a description for 2 different people with a list of jobs each is considering. Give a reason why or why not that person should take the job in each case.

   Case 1: Lily - female, weight: 110 lbs. height: 5'6"; types 50 words per minute, shy, quiet, has a rheumatic heart condition; 4 years of college; age 23; interests: reading, movies, sewing.

   Possible jobs:

   receptionist-

   secretary-

   typist-

   laundress-

   teacher-

   waitress-

   Case 2: Tom - male, weight: 175 lbs. height: 6'0"; nickname: "Skinny"; 1 year of college - math major; friendly; interests: automobiles, camping, hiking

   Possible jobs:

   mechanic-

   forester-

   door-to-door salesman-

   truck driver-

   clerk in dept. store-

   computer programmer-

   logger-

   Name 3 jobs other than those listed that you think might fit each of these persons.

   Name 3 jobs for each that would not fit.

Name _____

D.O.T. Post-Test

fill-in:

1. How many digits are there in the D.O.T. number _____
2. "D.O.T." stands for _____
3. The fifth digit of the D.O.T. number is the _____ _____ digit.
4. The D.O.T. was designed to fit a _____ to a _____

Occupational Card Sort

Directions:

1. See the student helper for an information booklet for the Needle Card Sort and check out the card sort box.

2. With a pencil or pen circle your answers to the Questionaire on pages 2-8 in the booklet.

   If you need help with the reading ask the student helper or check out a tape that will give you more directions and help explain the questions.

3. Now you are ready for the card sort system. The directions are at the bottom of page 8 in your booklet. If you have trouble ask the student helper.

4. Enclosed is a sheet for you to list the jobs left on the needle after question 25. If you have less than 10 jobs left, notify the helper and a conference will be arranged with a teacher to see why this happened. Remember the results to the questionaire are not final and do not necessarily mean you can only do the jobs left on the needle. Please see a teacher if you feel uncomfortable with any of the results.

5. Once you have your list completed take the list, your booklet, and the letter to your parent enclosed, home to discuss. When you all have discussed the list and looked over your answers to the questions write any questions you have about the card sort results. You may want to change some of your answers and try the card sort again. Set up a conference with a teacher to answer the questions you and your parent(s) had about the system. (See the student helper to set up a conference.).

NEEDLE*CARD SORT WORKSHEET Name_____

1. Below list any jobs from your final list that interest you.

	Title	Number
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

2. Are there any jobs included in the system (see pages 11 - 16 of your booklet) that interest you but did not appear on your final list? List them below.

	Title	Number
1.		
2.		
3.		
4.		
5.		
6.		

3. Do any of the jobs here match the jobs you got for yourself in the D.O.T. Learning package? If yes, write those here.

4. Check to see if any of the jobs you listed in questions 1, 2, and 3, are on the film loops: be sure to see the loops or cassette and tape, and fill out an information sheet on it. Be sure to look up the job and its D.O.T. number in the Career Outlook Catalog.

5. If you decide to make a visit to interview someone in a job that interests you, see the teacher's aide to arrange a call, schedule your time, and arrange your transportation.

Cal Young Junior High

Dear Parent(s):

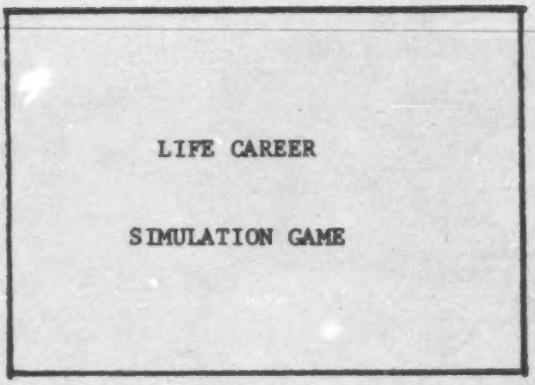
Your son or daughter has completed a questionaire about himself/herself to help in thinking about future career choices. It is our hope that you will look over the questions and results with your son or daughter and help him/her to better understand the list of jobs obtained. It is important that the student understand that there are only 250 jobs in the system so that many jobs that the student may be interested in are not included in the system. All of the jobs possible to obtain are listed in the information booklet on pages 11 - 16.

Please look over your son's/daughter's answers to the questionaire to see if he/she is being realistic as to his/her own abilities and also things like reasonable expectations of beginning wages, etc. Also, are there jobs on the total list the student hoped to get but did not? We believe the student will be more comfortable discussing this with you, the parent, before talking to a teacher. We will then see your son/daughter to help him/her answer the questions you have. Please caution him/her that the results are not final and do not represent the only jobs for which he/she qualifies. This is just a sample of jobs to show students how their personal interests and abilities help in choosing a job.

Thank you for your help.

Sincerely.

Carol J. Campbell
Career Ed Teacher


LIFE CAREER
SIMULATION GAME

WHAT LIFE CAREER TEACHES

According to the creators of Life Career, research has shown that there are four areas where a number of different decisions must be made by most men and women at many points in their lives:

___whether to get further education, and what kind;
___whether to get a job, or a different job;
___what kind of family life to seek;
___how to use leisure or free time.

The game is designed so players must make decisions in these areas. Our program use of the game attempts to meet the following goals:

1. The student sees that a person has to balance his time according to his own priorities to achieve a life satisfying to himself.

2. The student sees that a "good life" for one person may not be for another.

3. The student sees that decisions made at one stage of life affect opportunities and satisfactions in later life so that it is important to make decisions carefully.

4. The student becomes aware of educational opportunities besides, or beyond high school.

5. The student sees the importance, and makes use of the knowledge he/she has about the case study person, to match abilities and interests to decisions in job choice and education.

6. Through choosing a job for the case study person the student learns about job requirements, supply and demand, and the kinds of work available to individuals with varying levels of education.

7. The student sees through selecting a job for the case study that most people can succeed at more than one kind of job.

8. The female student sees through the game that marrying too young can keep a woman from completing her education and from getting job experience.

9. The student sees planning leisure time as a function of a person's personality and time available.

10. The student sees school grades as a function of the person's ability for that course, the amount of time he studies, and also a luck factor.

11. The student gets an understanding of how luck plays a part in every person's life in terms of getting a job, school grades, choice of mate, but sees that luck is not the only factor and that luck can be controlled by the decisions a person makes.

12. The student gets practical experience in filling out applications, planning a school schedule, and scheduling time efficiently.

13. The student gets to see how money is spent by a simulated spending of the salary their case study person obtains at the end of their planning.

14. The student gets practice in decision-making and cooperation through playing the game.

NOTE: The objectives of the game can be met in terms of exposure but there are guarantees that having been exposed to these ideas for a case study, the student will act accordingly in his own life. For example, just because a girl sees that the case study cannot get certain jobs because she married early and consequently did not get the background she needed, it does not necessarily follow that the student will later decide to wait to marry. We can only say we attempted to make her aware.

Previous to putting together the G.I.T.-8 program we had purchased the Life Career game from Western Publishing Company, Inc.* We found it too difficult and lengthy for ninth graders as written but having many possibilities if it could be simplified. The main problem was in administration, so learning packages were written to help the student work through the game. The schedule sheets and forms from the game are used as with the original game and dice is substituted for outcomes, rather than the spinner provided. Two case studies were used from the game, one for girls and one for boys. Both case studies are oriented toward students considering dropping out of school, but have value to all students. I had planned to write two additional packages for more academically-minded students but have not yet done this. Following the framework of the packages completed it should not be too difficult for teachers to write these packages themselves. The case studies are already included in the original game.

Following is an outline of how the game and accompanying worksheets are used. Also, included are the learning packages and forms developed for the game.

Career Life Simulation: A Small Group Experience

introduction - total group could number 6-12, probably of same sex
have total group meet to preview all 4 case studies
students will view posters on each person and listen to tapes of the case studies as they read along
group decides on person to study
do some exercises to get to know the person of the case study better: have them pick out objects from a catalog that the person might own or wear
ask such questions as: How would the person act if-1. He/she was stopped for speeding?
2. he/she was shopping for a Christmas present for Mom?
etc.

group is then divided into pairs to develop year 1 plans for the case person

2-3 class periods-> pairs plan year 1 with a minimum of teacher help

1 period-> total group meets to discuss how different groups planned year 1
groups report to each other, decide which pairs they felt did the best jobs of planning
pairs draw Unplanned Events cards for year 2

2-3 class periods-> pairs plan year 2

1 class period-> pairs make a study of their case's job as chosen by them

1 period-> group discussion in total of year 2 plans

1 period-> pairs do an exercise in spending the case son's monthly income to see the results of their decision-making in more real-life terms

Case Study - Anne Minet

Anne is almost 18 years old, although she is just starting her senior year. She had to repeat a year in grammer school, and even so has just barely managed to pass each year. She has never done well in the regular school subjects like math, science, social studies, and language arts. She does average work in classes like home ec, art, and p.e. She works well with her hands.

Anne hates school and has gotten so used to being behind that she has given up trying. Her evenings are spent with her boyfriend or at her part-time job clerking at Tiffany's department store. She rarely has her homework done and is always in trouble with her teachers.

Anne's boyfriend is 19 and has a job as a millworker. He earned $7,800 last year and has his own car. He wants to marry Anne and has promised to take her to New York for a honeymoon. He finished three years of high school and doesn't think it is important for Anne to graduate.

Anne lives with her mother and younger sister. Her father deserted the family when she was quite young, and her mother supports the family on what she earns as a waitress and maid (usually about $6,500 a year). She wants Anne to stay in school and get enough education to get a decent job. She is anxious for her daughter not to repeat her own mistakes and thinks she is too young to marry.

But Anne wants to get away from the unhappiness of her home and to have a chance to enjoy life. She figures that if she worked full-time, she and her boyfriend would have enough to get married and start saving for a house of their own.

Although she likes excitement and would like to travel, Anne's greatest wish is to have a home of her own. She has always helped her mother with the housework and is an excellent cook. The one time she did well in school was in the 7th grade home ec class where she learned to use a sewing machine and made some simple clothes for herself and some curtains for her bedroom. The teacher was impressed by Anne's ability to work with her hands and felt that she showed a flair for design.

Anne Minet - year 1

Step 1. Anne has a decision to make. Should she drop out of school or try to finish?

Below are Anne's report cards for the last two years:

Sophomore	
English 1	F
Social Studies	D
Science	D
Business course	C
Home Ec	C
PE	S

Junior	
English 2	D
Social Studies	D
Science	F
Math	C
PE	S

Senior	
English 1	____
English 3	____
Social Studies	____
PE	S
_____	____
_____	____
_____	____
_____	____

Decide: Finish School (go on to step 2-A) _____ check one

Drop Out (go on to Step 2-B) _____

Step 2-A. if Anne will finish school:

She must be scheduled in school from 8:30 a.m. to 3:00 p.m. and must take 23 hours of classes. Extra time may be study hall or extra classes.

To graduate a student has to have at least a D in 12 courses besides PE to include at least 3 years of D in English, 3 years of D in Social Studies, 1 year of at least a D in Math, and 1 year of at least a D in Science. Also, PE is required every year.

If you look at Anne's report cards you will see she is okay in Math and Science but needs another year of Social Studies, and 2 of English since she failed English her Sophomore year. Remember she also has to have PE.

Notice that part of Anne's senior year is filled in above in her senior year report card. She needs at least two more courses to graduate besides those listed. You decide what she should take from the information below:

High school courses: (assume courses can be taken at any time)

meeting daily	meeting Mon-Weds-Fri	meeting Tues-Thurs
English	Business Courses	Music
Social Studies	Home Economics	Art
Mathematics	Shop	
Science	PE	
Foreign Language		

Take the schedule form for a week and fill in Anne's school time from 8:30 to 3:00. Be sure to write out when she is in what classes and when she studies particular subjects.

Also, write in the schedule for Anne's part-time work at the department store. She works at least 8 hours a week. You can decide that she should work more if you like. Her pay is $1.50 an hour.

To figure how much she makes in a year do this:

$1.50 X (number of hours per week) X 50 = [ ]
yearly salary

Go on to Step 3-B.

Step 2-B. If Anne drops out of school she will apply for a full-time job rather than the part-time work she has at this time.

Since Anne does not have a high school diploma she would be eligible for the following jobs:

job	starting yearly salary	yearly raise	top salary
Cashier	$7,400	$160	$ 9,000
Construction Worker	$7,800	$220	$11,000
Dry Cleaning Worker	$6,500	$120	$10,500
Logging Millworker	$7,800	$220	$10,800
Farm Hand	$6,000	$ 80	$ 7,000
File Clerk	$7,400	$160	$ 9,000
Hospital Attendant	$6,500	$120	$10,500
Janitor	$6,500	$120	$10,500
Maid	$6,500	$120	$10,500
Post Office Clerk or Carrier	$8,500	$120	$10,500
Retail Salesperson	$6,500	$120	$ 9,500
Stock Clerk	$7,400	$160	$ 9,000
Truck Driver	$7,800	$220	$11,500
Waiter or Waitress	$6,500	$120	$ 8,500

Look at the Classified Ads and fill out the job application. Try to choose 3 choices. Anne may not be hired for her first choice.

Once the application is filled out, get a die (one of a pair of dice) from the teacher's aide. Roll the die for job choice number 1:

---

if you get a 1 or 2 - yes, you get the job!
3 - yes, if you have a C average in school
4 - no, unless you've done this kind of work before
5 or 6 - sorry, you were not hired.

If you did not get the job, roll the die for choice #2. Use the same rules as above for deciding if you get the job. If you don't get the job #2, try for job #3.

If you fail to get all 3 choices and are willing to take any work, you can choose any of the following kinds of work at $1.50 an hour:

yard work, dishwashing, babysitting, or clerking in a store

Full-time jobs take 40 hours per week. Fill in 40 hours of work on the weekly schedule. You can decide if it is morning, weekends, or whatever.

Note: If you do not want to work for $1.50 an hour you may decide to stay in school. If so, go to Step 2-A to continue.

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Otherwise, go on to Step 3-A.

Step 3-A. Anne would like to get married to her boyfriend. These things do not always work out as planned.

Get a die from the teacher's aide and roll for the following choices:

1, 3, 5 - you get married 2, 4, 6 - sorry, not this year

Mark your decision here: Married ☐ Not Married ☐

Write your total yearly income here, if married:

your salary + $7,800 husband's salary = [ ] total income

Go on to Step 3-B

Step 3-B. Everyone has to help out with housework.

if Anne is still with her mother - she must do at least 6 hours a week of housework. She can do more if she likes. Fill in housework time on her weekly schedule.

if Anne is married - she must do at least 25 hours of housework per week. She may do more. Fill in housework time on her weekly schedule.

Go on to Step 4.

Step 4. Does Anne have any free time left in her schedule?

if not - every space in the schedule must be filled; go on to Step 5.

if there is free time left - decide how Anne will use this time. She may do any of the following:

1. relax at home
2. be with friends
3. hobby - sew, play guitar, etc.
4. clubs - school activities, attend church, 4-H, etc.

Fill in the rest of her schedule as you see fit from these choices, then your schedule will be filled.

Go on to Step 5.

Step 5. a) Take the Totals Sheet marked: "A Year in the Life of Anne Minet". Check if she is in school. If she is, determine her grades for the year by the following charts: (use a die to roll for choices). The charts work just like a multiplication table on a PeeChee.

for daily classes:

roll of die	1	2	3	4	5	6
0 - 1	F	F	F	F	F	F
2	D	D	F	F	F	F
3	C	C	D	D	F	F
4	C	C	C	D	D	F
5	B	C	C	C	D	D
6 or more	B	C	C	C	C	D

for all other classes:

roll of die	1	2	3	4	5	6
0	C	C	C	C	D	F
1	B	B	C	C	D	D
2	A	B	B	C	C	D
3	A	A	B	B	C	C

Fill in the grades on the Totals Sheet. Mark if she graduated. If so, see the teacher's aide for Anne's diploma.

Do you see that the more time set aside for study, the better the grades?

b) Check if Anne is working part-time or full-time. Then, figure the take-home pay for her situation.

c) Check extra housework if Anne is unmarried and does more than 6 hours a week.

d) Leisure: list how time is used.

Go on to Step 6.

Step 6. This completes one year of Anne's life. Look over the work you have done on her. On a separate sheet of paper list any things you wish had been done differently and anything that you think were good decisions for Anne. Staple your listing to your Totals Sheet.

Go on to Step 7.

Step 7. Notify the teacher that you have completed year 1 in the life of Anne Minet. Your group will meet with the other groups in a day or so to discuss what was decided for Anne and then you will plan one year later in her life. Your Totals Sheet for year 1 will be handed in to the teacher at the discussion session.

Totals Sheet Life Planners_____

_____

A Year in the Life of Anne Minet - Year 1

1. School: yes ☐ no ☐

if yes, fill in:

courses	study hours	grade
English 1	_____	_____
English 3	_____	_____
Social Studies	_____	_____
PE	0	S
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

If Anne got at least a D in both English classes and the Social Studies class and also passed two other classes, she graduated. If not, she did not graduate.

check one: graduated ☐ did not graduate ☐

2. Job: part-time ☐ full-time ☐ occupation_____

if part-time - figure her take-home pay by doing the following:

A. .30 X [ ] = [ ]
yearly salary deductions

B. [ ] - [ ] = [ ]
yearly salary deductions take-home pay

if full-time - figure her and her husband's take-home pay by doing the following:

A. .25 X [ ] = [ ]
total income for both persons deductions

B. [ ] - [ ] = [ ]
total income deductions take-home pay

3. Housework-family responsibilities:

if unmarried, does Anne do more than is required of her? She has to do at least 6 hours of housework.

check one: yes ☐ no ☐

4. Leisure time:

Does Anne have any free time? yes ☐ no ☐

if yes, list how many hours weekly are spent in each activity below:

activity	hours	
hobby	_____	
clubs	_____	total hours of
with friends	_____	leisure =
relaxing at home	_____	out of 84 total hours

Anne Minet - Year 2

Step 1. Has Anne graduated from high school?

if yes, go on to step 2-A

if no, she may go on to night school to try to earn her diploma. If she attends night school, classes meet from 7-8:00 p.m. Monday-Friday. She can repeat any course she flunked in high school. Each course meets just as it does in high school. She can only make up one course unless she needs to make up courses that meet Mon-Wed-Fri or Tues-Thurs.

Decide: check one. Night school? yes☐ no☐

if no, go on to Step 2-B

if yes, fill in the classes on Anne's weekly schedule plus study time you think she needs.

Go on to Step 2-B.

Step 2-A. Will Anne be working this year?

if no, go on to Step 3.

if yes, will she keep the job she had last year? yes☐ no☐

if yes, go on to Step 3.

Will she get a new job this year? yes☐ no.☐

If she gets a new job, her diploma opens up more opportunities. See below: (Note: she cannot be a secretary unless she has had at least 2 business courses in high school.)

job	beginning salary	raise per year	top salary
Airline Stewardess	$7000	$280	$13,000
Bank Clerk	$7000	$220	$13,000
Bookkeeper	$7000	$220	$13,000
Building Contractor	$9000	$1200 for 1st 5 yr	$30,000
Carpenter	$8000	$1000 for 1st 5 yr	$18,000
Computer Programmer	$9000	$300	$19,000
Dental Assistant	$7000	$280	$12,000
Electrician	$8500	$1000 for 1st 4 yr	$19,500
Farm Hand	$7200	$200	$ 9,500
Insurance Agent	$9000	$300	$25,000
Medical Assistant	$7000	$280	$12,000
Office Machine Operator	$8000	$280	$16,000
Plumber	$7500	$875 for 1st 4 yr	$19,500
Police	$7000	$280	$12,000
Real Estate Agent	$8500	$300	$22,000
Receptionist	$7200	$160	$11,000
Secretary-Stenographer	$7000	$200	$12,000
Telephone Repairman	$8500	$250	$15,000
Telephone Operator	$7000	$200	$12,000
Salesman	$8500	$220	$20,000

(Anne may choose also from jobs in Step 2-B, year 1)

Look at the Classified Ads and fill out the job application. Try to make 3 choices. Anne may not be hired for her first choice of job.

Once the application is filled out get a die from the teacher's aide.
Roll the die for job choice number 1.

if you get a 1 or a 2, yes, you get the job!
3, yes, if you have a C average in school.
4, no, unless you've done this kind of work before
5, or a 6....sorry, you were not hired.

if she did not get the job, roll the die for choice #2. Use the same rules as above for deciding if she gets the job. If she does not get job #2, try for job #3.

if she fails to get all 3 choices and willing to take any work, she can choose any of the following kinds of work at $1.50 an hour.

yard work, dishwashing, babysitting, clerking in a store, or she can keep her old job if she has one.

Full-time jobs take 40 hours per week. Fill in 40 hours on your weekly schedule. You can decide when the 40 hours occur.

Go on to Step 3.

Step 2-B Will Anne be working this year? yes ☐ no ☐

if yes, will she keep the job she had last year? yes ☐ no ☐

if yes, go on to Step 3.

if no, go on to Step 2-B, year 1 and follow the directions there.

Return to Step 3 in this package after you finish!!

Step 3. Is Anne married? yes ☐ no ☐

if yes, go on to Step 4.

if no, would she like to get married this year? yes ☐ no ☐

if no, go on to Step 5.

if yes, get a die from the teacher's aide and roll for the following choices:

1, 3, or a 5 - yes, she gets married.
2, 4, or a 6 - sorry, not this year.

Mark the decision here: married _____

not married _____

Go on to Step 5.

Step 4. Does Anne have a child this year? yes ☐ no ☐

Step 5. Everyone has housework to do.

If Anne is still with her mother - she must do at least 6 hours a week of housework. She can do more if she likes. Fill in housework time on her weekly schedule.

Go on to Step 6.

If Anne is living in an apartment alone - she must do at least 10 hours of housework per week. She may do more. Fill in housework time on her weekly schedule.

Go on to Step 6.

If Anne is married, no children - she must do at least 25 hours of housework per week. She may do more. Fill in housework time on her weekly schedule.

Go on to Step 6.

If Anne is married, has a child, works part-time *NOT PRACTICAL! She can get only $1.25 an hour and a housekeeper costs $2.00 an hour!

If Anne is married and has a child and a full-time job - she must do at least 60 hours of housework or pay $4500 a year for household help plus still work 25 hours of housework at home. Fill in the weekly schedule for housework as fits her situation.

Go on to Step 6.

Step 6. Does Anne have any free time?
if no, go on to Step 7.
if yes, decide how Anne will use this time. She may do any of the following:

1. relax at home
2. be with friends
3. hobbies - sew, play guitar, etc.
4. clubs, church activities, esc.

Fill in the rest of her schedule as you see fit from these choices so the schedule is full.

Step 7. a) Take the Totals Sheet marked "A Year in the Life of Anne Minet". Check if Anne is in night school. If she is, determine her grades by the following charts: (use a die to roll for choices) The chart works just like a multiplication table on PeeChee.

5 nights a week classes:

hours of study \ roll of die	1	2	3	4	5	6
0	C	C	D	D	F	F
1	C	C	C	D	D	F
2	B	B	C	C	D	D
3	A	B	B	C	C	D

every other night classes:

hours of study \ roll of die	1	2	3	4	5	6
0	C	C	C	C	D	F
1	B	B	C	C	D	D
2	A	B	B	C	C	D
3	A	A	B	B	C	C

Fill in the grades on the Totals Sheet. Mark if Anne has now graduated. If so, see the teacher's aide for Anne's diploma.

b) Job and Income:
if unmarried and on the same job as last year - add any raise Anne may have gotten, to her last year's beginning pay before taxes. You will find the amount of her raise by checking the chart in Step 2-B in year 1. Write that income on the Totals Sheet under "unmarried-same job".
if unmarried, but on a new job - fill in the income on the Totals Sheet from Step 2-A, year 2. Write it in "unmarried - new job".

if married and on the same job as last year - add any raise Anne may have gotten, to her last year's beginning pay before taxes. You will find the amount of her raise by checking the chart in Step 2-B in year 1. Write that income plus $8000 which is her husband's income for this year.

if married and on a new job - fill in her income on the Totals Sheet from Step 2-A, year 2. Add this amount to $8000 which is her husband's salary this year so you will have a total family income.

c) Take-home pay: figure the take-home pay for Anne's situation as you set it up.

d) Check extra housework if unmarried and she does more than 6 hours.

e) Leisure: List how time is used.

Go on to Step 8.

Step 8. This completes the second year of Anne's life. Look over the work you have done on her life. On a separate piece of paper list any things you wish had been done differently and anything that you think were good decisions for Anne. Staple your listings to your Totals Sheet.

Go on to Step 9.

Step 9. Notify the teacher that you have completed year 2 in the "Life of Anne Minet". Your group will meet with the other groups in a day or so to discuss what they decided for Anne. Also, you will do an exercise on how Anne's income can be spent, what her job is like, etc. Your Totals Sheet for year 2 will be handed in to the teacher at the discussion session.

TOTALS SHEET Life Planners _____

_____

A Year in the Life of Anne Minet - Year 2

1. Night School? yes ☐ no ☐

if yes, fill in the grades:

5 nights a week	study hours	grade	every other night	study hours	grade
_____	_____	____	_____	____	____

If these were the only classes Anne had to make up she has now graduated from high school. Check one:

graduated ☐ did not graduate ☐

2. Job and Income: occupation (fill in) _____

unmarried - same job _____

unmarried - new job _____

married - same job _____ + $8000 = [ ] (total income)

married - new job _____ + $8000 + [ ] (total income)

married - no job: total income = $8000

3. Take-Home pay:

if unmarried: A. .30 X [ ] (yearly income) = [ ] (deductions)

B. [ ] (yearly income) - [ ] (deductions) = [ ] (take-home pay)

if married, no children: A. .25 X [ ] (total family income) = [ ] (deductions)

B. [ ] (total family income) - [ ] (deductions) = [ ] (take-home income)

if married and a child, no job: A. .25 X $8000 = $2000

B. $8000 - $2000 = $6000 take-home pay

if married, a child, and a full-time job:

A. .25 X [ ] (total family income) = [ ] (deductions)

B. [ ] (total family income) - [ ] (deductions) = [ ] (take-home pay)

C. [ ] (take-home pay) - $4500 = [ ] (income after housekeeper is paid)

D. [ ] (income after housekeeper is paid) - $1500 (wages lost while Anne had her baby) = [ ] (spending income)

4. Housework - Family Responsibilities:

if unmarried, does Anne do more than 6 hours of housework for her mother? yes ☐ no ☐

5. Leisure Time:

Does Anne have any free time? yes ☐ no ☐

if yes, list how many hours weekly are spent in each activity:

activity	hours
hobby	____
clubs	____
with friends	____
relaxing at home	____
Total hours of leisure	____

(out of 84 total hours)

Case Study - Mike Malory

Mike is 18 years old. He is pleasant, good-looking with a rather happy-go-lucky attitude toward life.

Mike is entering his senior year of high school. He has never done well in the usual subjects like English,social studies, language, math, or science. He has always had a poor school record and has been kept back twice. His homework is not bad since he has lots of friends willing to help him, but on tests he nearly always scores near the bottom of the class. He does seem to do well in shop classes.

Mike is a natural athlete and loves sports. He played on the football and basketball teams his sophomore and junior years. But because of his failure of a course last year, he isn't eligible to go out for the team the first part of this year.

Mike's father is a construction worker. His yearly income is $9500 from this job and from factory work he picks up during the winter months when construction work slacks off. Mike's mother does not work. Neither of his parents finished high school.

Mike has two younger sisters living at home. An older sister dropped out of high school several years ago to get married, and now she lives in another state. The joy of the family is Mike's older brother, who is 25. He got very good grades in school, won an appointment to the Naval Academy and is now a Naval officer.

Mike's father was really mad when Mike brought home his last report card. He said Mike was just wasting time in school, and that he might as well leave school and start earning his own living. He says if Mike's grades don't improve by the second semester, he will have to move out.

Mike is not especially eager to leave school. He does not mind going to classes, and he enjoys sports and being with his friends. If his grades improve first semester he can go out for the school basketball team.

Mike has never thought much about what kind of career he would like.

He has a steady girlfriend in his class who gets good grades and plans to go on to college. She urges Mike to stay in school and try to get his diploma.

Mike Malory- year 1

Step 1. Mike wants to try to finish school and be eligible for the basketball team 2nd semester.

Below are his report cards for the last two years:

Sophomore	
English 1	D
Social Studies	C
Spanish	D
Math	D
PE	S

Junior	
English 2	D
Social Studies	D
Science	F
Business course	C
Shop	D
PE	S

Senior	
Science	__
English 3	__
Social Studies	__
PE	__
_____	__
_____	__
_____	__
_____	__

He must be scheduled in school from 8:30 am to 3:00 pm and must take 23 hours of classes. Extra time may be study hall or extra classes.

To graduate a student has to have at least a D in 12 courses besides PE to include at least 3 years of D in English, 3 years of D in Social Studies, 1 year of at least a D in math, and 1 year of at least a D in Science. Also, PE is required every year.

If you look at Mike's report cards you will see he is okay in Math, but he needs to repeat Science, take a year of Social Studies, and a year of English. Remember he also has to have a year of PE.

Notice that part of Mike's senior year is filled-in above in his senior year report card. He needs at least two more courses to graduate besides those listed. You decide what he should take from the information below:

High school courses: (assume courses can be taken at any time)

meeting daily:	meeting Mon-Weds-Fri:	meeting Tues-Thurs:
English	Business courses	Music
Social Studies	Home economics	Art
Math	Shop	
Science	PE	
Foreign Language		

Take the schedule form for a week and fill in Mike's school time from 8:30 to 3:00. Be sure to write out when he is in what classes and when he studies particular subjects. Remember he can study more than just the time he is free at school. Be sure to write in pencil!

Step 2. A semester has gone by and Mike is about to receive his grades. Determine his grades by the following charts: (use a die, one of a pair of dice, to roll for grades.) See the teacher's aide. The charts work just like a multiplication table on a Peechee.

for daily classes:

hours of study	roll of die 1	2	3	4	5	6
0-1	F	F	F	F	F	F
2	D	D	F	F	F	F
3	C	C	D	D	F	F
4	C	C	C	D	D	F
5	B	C	C	C	D	D
6 or more	B	C	C	C	C	D

FOR ALL OTHER classes:

hours of study	roll of die 1	2	3	4	5	6
0-1	C	C	C	C	D	F
2	C	C	C	C	D	F
3	A	B	B	C	C	D
4 or more	A	A	B	B	C	C

Record Mike's grades on the report card, Step 1.
Did Mike fail any of his classes? yes___ no ___
if yes, he cannot graduate this year
if no, he is now eligible to play basketball and stay in school

Decide: Should Mike drop out of school or continue?
check one. continue ____ drop out ____
(go on to Step 3-A) (Go on to Step 3-B)

Step 3-A. if he passed all of his classes:
Take the schedule form and fill in basketball from 3-5:00 Monday-Thursday, 7:30-9:30 Friday, and 3-5:00 Saturday. If he was studying during this time before change his study time to other blocks of time so he can attend practice and games.

Go on to Step 4

If he failed but still wants to continue and try to improve enough to graduate:
Consider giving Mike more study time to help improve his grades next time.
Go on to step 4.

Step 3-B. If Mike drops out of school he will apply for a full-time job. Since he does not have a high school diploma he would be eligible for the following jobs:

job	starting yearly salary	yearly raise	top salary
Cashier	$7400	$160	$9000
Construction Worker	$7800	$220	$11,000
Dry Cleaning Worker	$6500	$120	$10,500
Logging Millworker	$7800	$220	$10,800
Farm Hand	$6000	$80	$7000
File Clerk	$7400	$160	$9000
Hospital Attendant	$6500	$120	$10,500
Janitor	$6500	$120	$10,500
Maid	$6500	$120	$10,500
Post Office Clerk or Carrier	$8500	$120	$10,500
Retail Salesperson	$6500	$120	$9,500
Stock Clerk	$7400	$160	$9000
Truck Driver	$7800	$220	$11,500
Waiter or Waitress	$6500	$120	$8500

Look at the Classified Ads and fill out the job application. Try to choose 3 choices. Mike may not be hired for his first choice of job.

Once the application is filled out, get a die from the teacher's aide. Roll the die for job choice number 1:

if you get a 1 or 2-	yes, you get the job!
3-	yes, if you have a C average in school
4-	no, unless you've done this kind of work before
5 or 6-	sorry, you were not hired.

If you did not get the job, roll the die for choice #2. Use the same rules as above for deciding if you get the job. If you don't get the job #2, try for job #3.

If you fail to get all 3 choices and are willing to take any work you can choose any of the following kinds of work at $1.50 an hour:

yard work, dishwashing, babysitting, or clerking in a store

Full-time jobs take 40 hours per week. Fill in 40 hours of work on the weekly schedule. You can decide if it is morning, weekends, or whatever.

Go on to Step 5.

Step 4. Does Mike want a part-time job? yes ☐ no ☐
if no, go on to Step 5.
if yes, he can have one of the following jobs:

dishwashing yard work babysitting clerking in a store

He must work at least 8 hours a week; he may work more.
Fill in the work hours on his weekly schedule.

These jobs pay $1.50 an hour. Use this formula to find out how much Mike will make in a semester of work:

$1.50 x no. of hours worked per week x 25 = ☐

Go on to Step 5.

Step 5. Everyone has to help out with housework.
Mike must do at least 6 hours of work around the house for his family. He may do more if you decide it is best.
Fill in his work at home in his schedule.

Go on to Step 6.

Step 6. Does Mike have any free time left?
if not, go on to Step 7.
if there is free time left, decide how Mike will use his free time.
He may do any of the following:

1. relax at home
2. be with friends
3. hobby--working on car, playing guitar, etc.
4. clubs--school clubs, attend church, 4-H, etc.

Fill in the rest of Mike's schedule as you see fit from these choices, then his schedule will be filled.

Go on to Step 7.

Step 7. a) Take the Totals Sheet marked: "A Year in the Life of Mike Malory." Check if he stayed in school second semester. Determine his grades by going back to Step 2 and roll the die for his final grades. Use the same tables as you did before.

Fill in the grades on the Totals Sheet. Mark if he graduated. He did if he passed everything this time. If he graduated, go to the teacher's aide for Mike's diploma.

Do you see that the more time set aside for study, the better the grades?
b) Check if Mike is working part-time or full-time. Then figure the take-home pay for his situation.

c) Check extra housework if Mike does more than 6 hours a week.

d) Leisure: list how time is used.

Go on to Step 8.

Step 8. This completes one year of Mike's life. Look over the work you have done for him. On a separate sheet of paper list any things you wish you had done differently and anything that you think were good decisions for Mike. Staple your listings to your Totals Sheet.

Go on to Step 9.

Step 9. Notify the teacher that you have completed year 1 in the life of Mike Malory. Your group will meet with the other groups in a day or so to discuss what was decided for Mike and then you will plan one year later in his life. Your Totals Sheet for year 1 will be handed in to the teacher at the discussion session.

Totals Sheet Life Planners _____

_____

A Year in the Life of Mike Malory - year 1

1. School second semester: yes no

if yes, fill in:

courses	study hours	grade
Science	___	___
English 3	___	___
Social Studies	___	___
PE	0	S
_____	___	___
_____	___	___
_____	___	___
_____	___	___

If Mike got at least a D in Science, English, and Social Studies, and also passed two other classes, he graduated. If not, he did not graduate.

check one: graduated ☐ did not graduate ☐

2. Job: part-time ☐ full-time ☐ none ☐

if part-time: figure his take-home pay by doing the following:

A. .30 X [ ] = [ ]
salary for semester = deductions

B. [ ] − [ ] = [ ]
salary for semester deductions take-home pay

if full-time: (remember he only worked half of the year since he went to school for a semester)

A. To find his salary: [ ] ÷ 2 = [ ]
yearly salary semester salary

B. .30 X [ ] = [ ]
semester salary deductions

C. [ ] − [ ] = [ ]
semester salary deductions take-home pay

3. Housework--family responsibilities:

Does Mike do more than is required of him?
check one. yes ☐ no ☐

4. Leisure time:

Does Mike have any free time? yes ☐ no ☐

If yes, list how many hours weekly are spent on each activity below:

activity	hours
hobby	___
clubs	___
with friends	___
relaxing at home	___

total hours of leisure ☐ out of 84 total hours

83

Mike Malory- year 2

Step 1. Has Mike graduated from high school?
if yes, go on to Step 2.

if no, he may go to Night School to try to earn his diploma.
If he attends Night School, classes meet from 7-8:00 pm Monday-Friday. He can repeat any course he failed in high school. Each course meets just as it does in high school. He can only make up course unless he needs to make up courses that met Mon-Weds-Fri or Tues-Thurs.

Decide: check one. Night School? yes ☐ no ☐
if no, go on to Step 3-A.
if yes, fill in the classes on Mike's weekly schedule plus study time you think he needs.
Go on to Step s-A.

Step 2. Will Mike go to L. Community College this year? yes ☐ no ☐
if no, go on to Step 3-B.

if yes, L. Community College is a publicly-owned school in your county. It offers two kinds of programs to a student: 1) college preparation for two years after which a student would go on to two more years at the University level, and 2) technical job training for two years after which a student is prepared for a skilled job.

cost: $75.00 for books a year

requirements: in two years you have to have 4 courses in English, 1 in Math, and 1 in Science, besides courses related to your training. A student gets 6 credits per class per year and needs 60 credits to finish a 2-year program.

Look at the course listing. Choose what area you intend to study at the community college.

L. Community College

areas of college preparation	areas of technical training
Art	Accounting
Arts and Sciences	Art
Business Administration	Business
Medical Technology	Construction Technology
Music	Electronics Technology
Pre-Teacher Training	Auto Mechanics and Auto Body Repair
Pre-Engineering	Instrument, Appliance Repair
Home Economics	Merchandising
Dental Hygiene	Dental Technician
Forestry	Medical Assistant
Hotel or Restaurant Management	Photographer

courses offered at L. Community College:

English 1, 2, 3, 4	Photography Workshop
Math	Design
Science	Visual Interpretation
Anatomy	Advertising Photography
Cultural Anthropology	Introduction to Physical Sciences
Architectural Design & Drafting	Bacteriology

85

History of Art	Shorthand
Life Drawing	Typing
Cost Accounting	Elementary Machine Shop/heavy
Commercial Law	Basic Manufacturing Processes
Chemistry	Analytical Trigonometry
Biology	Medical-Surgical Nursing
Dental Laboratory Procedures	Child Development
Dental Science	Elements of Speech
Dental X-Ray	Blueprint Reading
Dental Assisting in Practice	Radio and TV announcing
Technical Drafting	Auto Mechanics
Arc Welding	Diesel Engines and Repair
Elementary Electronics	Auto Upholstery
Advanced Solid State Circuitry	Fender Repair
Microwave Theory	Frame Alignment
Modern Drama	Advanced Engine Design
German	Carpentry 1 & 2
Mistory of American Civilization	Bricklaying
Introduction to Journalism	Plastering
Electricity 1 & 2	Painting & Decorating
Applied Mathematics	Estimating & Building Codes
Gas & Electric Motor Repair	Fundamentals of Salesmanship
Applied Machine Shop Theory	Real Estate Principles
Medical Terminology	Medical Office Procedures
Microbiology	

Fill out the yellow school application for admission to college. L. Community College allows anyone with a high school diploma to enter so mark yourself accepted for your first choice.

Then, pick the classes you intend to take for your first year. Fill in your weekly schedule to show when you attend classes and when you study (you'll need at least 5 classes meeting 3 days a week. All community college classes meet 3 days a week.) Set your schedule any way you like. Don't forget to take some of your required courses so you don't have to take them all next year.

Go on to Step 3-C.

Step 3-A. Will Mike be working full-time this year? yes ☐ no ☐

if no, go on to Step 4.

if yes, go to Step 3-B in year 1 and refer to the information there Look at the classified ads and fill out a job application after choosing 3 choices of job for Mike, then roll the die to find out what work he gets.

Then, fill in your work time on your weekly schedule. Remember full-time work takes 40 hours a week.

Return to Step 4 in this package when you finish!

Step 3-B. Will Mike be working full-time this year? yes ☐ no ☐

if no, go on to Step 4.

if yes, his high school diploma opens up the following opportunities:

job	beginning salary	raise per year	top salary
Airline Stewardess	$7000	$280	$13,000
Bank Clerk	$7000	$220	$13,000
Bookkeeper	$7000	$220	$13,000

Building Contractor	$9000	$1200 for 1st 5 yr.	$30,000
Carpenter	$8000	$1000 for 1st 4 yr.	$18,000
Computer Programmer	$8000	$300	$19,000
Dental Assistant	$7000	$280	$12,000
Electrician	$8500	$1000 for 1st 4 yr.	$19,500
Farm Hand	$7200	$200	$9500
Insurance Agent	$9000	$300	$25,000
Medical Assistant	$7000	$280	$12,000
Office Machine Operator	$8000	$280	$16,000
Plumber	$7500	$875 for 1st 4 yr.	$19,500
Police	$7000	$280	$12,000
Real Estate Agent	$8500	$300	$22,000
Receptionist	$7200	$160	$11,000
Secretary/Stenographer	$7000	$200	$12,500
Telephone Repairman	$8500	$250	$15,000
Telephone Operator	$7000	$200	$12,500
Salesman	$8500	$220	$20,000

Also, Mike can choose from jobs on the chart in Step 3-B, year 1 if he likes.

Look at the Classified Ads and fill out the job application. Try to make 3 choices. Mike may not be hired for his first choice.

Once the application is filled out, get a die from the teacher's aide. Roll the die for job choice number 1-

if you get a 1 or 2-yes, you get the job!
3-yes, if you have a C average in school
4-no, unless you've done this kindof work before
5 or 6-sorry, you were not hired

If he did not get the job, roll the die for choice #2. Use the same rules as above for deciding if he gets the job. If he does not get job #2, try for job #3.

If he fails to get all 3 choices and is willing to take any work, he can choose any of the following kinds of work at $1.50 an hour:

yard work dishwashing babysitting clerking in a store

Full-time work takes 40 hours a week. Fill in 40 hours on your weekly schedule. You can decide when the 40 hours occur.

Go on to Step 4.

Step 3-C. Would Mike like a part-time job this year? yes☐ no☐
if no, go on to Step 4.
if yes, he can have one of the following jobs:

yard work dishwashing babysitting clerking in a store

He must work <u>at least 8 hours a week</u>; he may work more.
Fill in the work hours on his weekly schedule.
These jobs pay $1.50 an hour. Use this formula to find out how much Mike will make in a year of work:

$1.50 X no. of hours worked per week X 50 = ☐

Go on to Step 4.

Step 4. Everyone has work to do at home.

if Mike is living with his parents- he must do at least 6 hours of work a week. He can do more if he likes. Fill out housework on his weekly schedule.

Go on to Step 5.

if Mike is living in an apartment alone-he must do at least 8 hours of housework per week. He may do more. Fill in housework time on his weekly schedule.

Go on to Step 5.

Step 5. Does Mike have any free time?

if no, go on to Step 6.

if yes, decide how Mike will spend this time. He may do any of the following:

1. relax at home
2. fun with friends
3. hobbies--working on a car, playing guitar, etc.
4. clubs--school clubs, attend church, etc.
5. athletics--if he is attending L. Community College: practice and games take up from 3-5:00 Mon.-Sat. You may have to adjust his schedule to fit this in.

Fill in the rest of Mike's schedule as you see fit from these choices. Then, the schedule should be full.

Go on to Step 6.

Step 6. a) Take the Totals Sheet marked "A Year in the Life of Mike Malory." Check if Mike is in night school. If he is, determine his grades by the following chart: (Use a die to roll for choices.) The chart works just like a multiplication table on a Peechee.

5 nights a week classes:

hours of study	roll of die 1	2	3	4	5	6
0	C	C	D	D	F	F
1	C	C	C	D	D	F
2	B	B	C	C	D	D
3 or more	A	B	B	C	C	D

every other night classes:

hours of study	roll of die 1	2	3	4	5	6
0	C	C	C	C	D	F
1	B	B	C	C	D	D
2	A	B	B	C	C	D
3 or more	A	A	B	B	C	C

Fill in the grades on the Totals Sheets. Mark if Mike has now graduated. If so, see the teacher's aide for Mike's diploma.

b) Check if Mike is attending L. Community College. Use the following chart to determine his grades, if he is. Use a die to roll for grades as before:

hours of study	roll of die 1	2	3	4	5	6
0-3	F	F	F	F	F	F
4	D	D	F	F	F	F
5	C	C	D	D	F	F
6	C	C	C	D	D	F
7	B	C	C	C	D	D
8 or more	B	C	C	C	C	D

Notice it takes more study hours in college to get good grades.

Check if Mike can stay in school next year.

c) Job and Income:

if on the same job as last year--Add any raise Mike may have gotten to his last year's beginning pay before taxes. You will find the amount of his raise by checking the chart in Step 3-B, year 1. Write that income on the Totals Sheet under same job as last year.

if he got a full-time job this year--Fill in the income on the Totals Sheet from Step 3-D, year 2.

part-time job this year--fill in the amount he made for the year from your figures in Step 4, year 1.

d) Take-home pay: figure the take-home pay by using the directions on the Totals Sheet.

e) Check extra housework if Mike does more than 6 hours a week.

f) Leisure: List how Mike's free time is used.

Go on to Step 7.

Step 7. This completes the second year of Mike's life. Look over the work you have done. On a separate sheet of paper list any things you wish had been done differently and any that you think were good decisions for Mike. Staple your listings to your Totals Sheet.

Go on to Step 8.

Step 8. Notify the teacher that you have completed year 2 in the life of Mike Malory. Your group will meet with the other groups in a day or so to discuss what they decided for Mike. Also, you will do an exercise on what Mike's job is like, how his income is spent, etc. Your Totals Sheet for year 2 will be handed in to the teacher at the discussion session.

Totals Sheet Life Planners_____

_____

A Year in the Life of Mike Malory-Year 2

1. a) School:
   Night School? yes ☐ no ☐
   if yes, fill in the grades:

5 nights a week classes:	study hours	grade	every other night	study hours	grade

   If these were the only classes Mike had to make up, he now has graduated from high school. Check one:

   Graduated ☐ Did not graduate ☐

   b) Community College? yes ☐ no ☐
   if yes, fill in the grades:

classes taken	study hours	grade

   A student flunks out of college if he gets 2 or more F's during any one year. Did Mike do well enough to stay in school?

   check one: can stay in ☐ flunked out ☐

2. Job and Income: occupation (fill in) _____ _____

   same job as last year- ☐ _____

   full-time job- ☐

   part-time job- ☐

3. Take-home pay:

   A. .30 X ☐ (yearly income) = ☐ (deductions)

   B. ☐ (yearly income) - ☐ (deductions) = ☐ (take-home pay)

4. Housework-Family responsibilities:
   Does he do more than 6 hours of housework a week? yes ☐ no ☐

5. Does Mike have any free time? yes ☐ no ☐
   if yes, list how many hours weekly are spent on each activity below:

activity	hours
hobby	
clubs	
with friends	
relaxing at home	
athletics	

   Total hours of leisure _____ out of 84 total hours

Assignment: How money is spent Names_____

_____

You have gone through two years of life with the person you are studying. This exercise will try to make you think about the standard of living of your case study person.

if your person is married - take the total income of the couple after taxes and divide by 12 to get the monthly take-home pay. (Note: if there is a child and wife works - subtract $1,500 for a housekeeper from the yearly income before you divide by 12.)

[ ] ÷ 12 = [ ]
yearly income monthly take-home

if your person is living at home and is not attending college - take the individual's salary before taxes and add it to her/his parents' income. Then, multiply .25 times this sum you just obtained.

Step A. [ ] X .25 = [ ]
total family income deductions

then, to get the take-home family income:

Step B. [ ] - [ ] = [ ]
total family income deductions take-home income

then, divide by 12 to get the monthly take-home income

[ ] ÷ 12 = [ ]

if your person is living at home and attending college - take the individual's salary before taxes and add it to his/her parents' income. Then, multiply .25 times the sum you just obtained.

Step A. [ ] X .25 = [ ]
deductions

then, to get the take-home family income:

Step B. [ ] - [ ] = [ ]
total family income deductions take-home income

then, subtract out the yearly college tuition and books for the case person you studied.

Step C. [ ] - [ ] = [ ]
take-home income tuition spendable income

then, divide by 12 to get the monthly take-home income:

Step D. [ ] ÷ 12 = [ ]
spendable income monthly take-home.

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if person is living alone and going to college - take the person's yearly income after taxes and subtract his/her college tuition from that total. Then divide by 12 to get the monthly take-home pay.

Step A. [ ] - [ ] = [ ]
yearly take-home — tuition — spendable income

Step B. [ ] ÷ 12 = [ ]
spendable income — monthly take-home

if person is living alone and not attending college - divide yearly take-home by 12 to get monthly income.
answer [ ]

all: Go on to sheet entitled "_____ Spends Take-Home Pay"

Life planners_____

_____

_____Spends Take-Home Pay

fill-in: monthly spendable income is_____ number of people supporte supported_____

Make a listing of his/her monthly budget on a separate sheet of paper from the items below. His/her total expenses cannot total more than the monthly take-home income you wrote above as spendable income. (Notice that in each choice below you can fill in a possibility not listed but see a teacher's aide for an estimate of cost.)

Housing: costs are monthly

A. studio apartment (couch makes into a bed) $93.00
B. one bedroom apartment $100.00
C. 2 bedrooms $150.00
D. 3 bedrooms, average home $200.00
E. 3 bedrooms, nice neighborhood, large lawn, fireplace, landscaped $250.00
F. 3 bedrooms, family room, landscaped, dishwasher, 2 baths, fireplace $300.00
G. 3 bedrooms, family room, landscaped, dishwasher, 2 baths, fireplace, and a swimming pool $350.00
H. alternate choice:

Automobile costs:

A. 1966 used Chevrolet: gas $20, payments $30, total $50.00
B. 1970 Mustang: gas $20, payments $50, total $70.00
C. 1972 Datsun: gas $18, payments $68, total $86.00
D. 1973 Chevrolet: gas $23, payments $100, total $123.00
E. 1973 sports car: gas $28, payments $150, total $178.00
F. alternate choice:

Food: costs are monthly

A. enough for meat-meals for 1 person, two or three times a week $35.00
B. enough for meat at meals each day for 1 person $50.00
C. meat-meals for three or four people, once a week $65.00
D. meat-meals for three or four people, three times a week $100.00
E. low-priced meats with meals daily for three or four people $120.00
F. enough for meals, steaks, extra party foods, snacks, etc., 3 or 4 people $150.00
G. alternate choice:

Medical needs:

A. no one gets sick often $0
B. emergency fund $15.00
C. alternate choice:

Insurance:

A. nothing will happen $0
B. average coverage for medical, life, and property $35.00
C. well-insured $45.00
D. alternate choice:

Utilities:

A. basic electric-gas - no extra appliances used, for heating, lighting, oven $25.00
B. basic utilities plus telephone $40.00
C. utilities, telehpone, washer-drier, electric fireplace log, radio, TV $45.00
D. alternate choice:

Clothing:

A. none, old clothes will do $5.00
B. replace worn-out clothing or things outgrown $15.00
C. replace clothing plus a new outfit for one person $35.00
D. replace clothing and a couple of new outfits $55.00
E. replace clothing plus 3 or 4 new outfits $110.00
F. alternate choice:

Contributions:

A. none $0
B. give a little here and there $5.00
C. dues to a club $5.00
D. Church contributions ($5.00 a week) $20.00
E. club dues, charities, and church $25.00
F. alternate choice:

Recreation and Entertainment:

A. none $0
B. $7.00
C. $10.00
D. $15.00
E. $30.00
F. alternate choice:

Note: in this category, write what you would do for the amount of money you chose.

Extras:

A. payments on color T.V. $20.00 a month
B. savings account $--any amount
C. miscellaneous spending money $ -- any amount
D. alternate choice:

SELF-AWARENESS

LEARNING PACKAGE

WHAT THE SELF-AWARENESS PACKAGE TEACHES

1. The student gets a perspective on how he changes by comparing 7th grade attitudes to his present 8th grade attitudes.

2. The student looks at his present interests and abilities.

3. The student evaluates how he sees his own personality.

4. The student describes his own future as he hopes it will be, showing his values and interests.

5. The student matches his interests and abilities to occupations.

6. The student sees occupations related to subjects taught in school.

The Self-Awareness Learning Package is an attempt to get students to look at themselves in terms of how they saw themselves as seventh graders. First, the student is asked to repeat some exercises he did in G.I.T.-7, then he is given his self-awareness book, held over from his seventh grade class. (Provision is made for students who did not make a booklet for some reason.) He then compares his answers this year with what he wrote last. The student then indicates how he sees his future. The last part of the package is a checklist called "You and Job Choice" developed to get students to match their interests and abilities to occupations.

The Learning Package follows.

Name_____

SELF-AWARENESS

The materials in this package will be trying to get you to look at yourself. If you took GIT last year you'll recognize some of the assignments. You'll be repeating these assignments on purpose to see if you can see changes in yourself from last year. Take your time and really think about your answers. Your answers will be private and you will share only what you want to share in a conference with the teacher when you finish the package.

Check box when step is completed:

Step 1. ☐ On a sheet of paper number from 1 to 10. Now make a listing of 10 items that answer the question: "Who Am I?" For example, Mrs. McGavic might write: 1. librarian, 2. mother, 3. woman, etc. You will write your list to fit you.

Step 2. ☐ Enclosed is the exercise: "20 Things I Love to Do". Just follow the directions on the sheet by listing 20 things you like to do.
Examples: I love to ride horses.
I love to dance.
I love to eat chocolate ice cream.

Then, look at page 2 of the sheet to code your list. Once your list is coded, write "I learned" sentences about what the codes tell you about you.

Step 3. ☐ Last year most of you filled out a personality questionaire and a checklist about yourself that one of your parents and a friend also filled out. Enclosed is the same questionaire and checklist. Fill them out again now.

Step 4. ☐ If you took GIT last year during the second semester, you wrote a book of materials on yourself. Remember? Go to the teacher to get your book.

Take time now to really look at your book. Look over what you said about yourself. Do any things surprise you? Do you think you are different now? Look at all of your work.

Look especially at your old: "Who Am I?" and "20 Things I Love to Do". How do they compare with the ones you did in this package? Are they very different? Have you changed? What things have happened to you to make these changes, if there are any?

Now look at your personality checklists. You should have the one you did for this package plus 3 from last year. How do they compare? Do you think your parent would mark you differently this year? (If you want to really know, ask the teacher's aide for a copy of the checklist and ask the same parent to rate you this year.)

Also, what does how you did the book tell you about you? Were you neat and careful? Does it look like you tried hard to do a good job? Would you do it differently this year?

If you did not have a book: make a listing of 5 things different about you this year. How have you changed? List new things you might have done or tried or obtained, or differences about the way you think or feel about something that might have caused the changes.

Step 5. ☐ You filled out a checklist on the kind of person you think you are right now in step 3. Usually people want to improve themselves. What kind of person would you like to be? Enclosed in this package is a list of personality traits entitled: "Rating Personality Traits". Put them in order from the one you'd like most to be, down to the one that is least important to you. It might help you to ask the teacher's aide for scissors and write the words on strips of paper so you can move the strips around to get the right order for you. Think seriously about the kind of person you would really like to be. When you have the order, number the traits 1-17 on the rating sheet.

Step 6. ☐ Think some more on how you see yourself in the future. This time try to show how you see your future. To do this choose from these ways of showing your future self.

1. make a collage of pictures showing your future style of life, things you hope to do, own, see, be, etc.

or, 2. make a life line of your future starting now to age 75, or over if you like. Use a large sheet of butcher paper and write predictions along the line as to how your future would look.

or, 3. write a story of your future.

or, 4. come up with your own way to satisfy the assignment.

Step 7. ☐ You know that the purpose of this package was self-awareness. It is important that everyone be able to know himself. One way self-awareness is important is that it helps a person find jobs that fit his/her personality.

Go to the teacher's aide to get a sheet called "You and Job Choice". Follow the directions on the sheet carefully. (See the teacher's aide for the charts of jobs and school subjects when you need them.)

Step 8. ☐ This completes your self-awareness package. Ask for conference time with a teacher to discuss what you found out about yourself. Remember anything you want to keep private you may, but have materials ready that you want to share. Your conference will be scheduled as soon as possible.

20 THINGS I LOVE TO DO

Name_____

Most of us have lots of things we like to do but the things we really love to do are fewer. Make a list of 20 things you love to do in the table below.
Example: I love to walk in the rain.
NOTE: This material is confidential. The teacher will not see it unless you want him to.

1	2	3	4	5	6	
						1.
						2.
						3.
						4.
						5.
						6.
						7.
						8.
						9.
						10.
						11.
						12.
						13.
						14.
						15.
						16.
						17.
						18.
						19.
						20

(Go on to instructions on next page.)

When your list is completed: (refer to codes section of the table)

1. Put a dollar sign in column 1 by each item that requires a cost of at least $3.00 any time you do it.

2. Place a "P" in column 2 by each item which is more fun for you to do with people and an "A" in column 2 if that item is more fun alone.

3. In column 3, put a "2" in front of any item that would not have been on your list if you had written it 2 years ago.

4. Put a "D" in column 4 in front of anything you love to do which some people might disapprove of.

5. Place an "M" in column 5 if your mother would have the item on her list.

6. Place an "F" in column 6 if your father would have that item.

After you finish steps 1-6, make "I learned" sentences on the back of this sheet.

Example: I learned that almost everything I love takes money because 15 out of the 20 items cost me more than $3.00 to do them.

PERSONALITY

The purpose of this sheet is to help you find out more about yourself and not to spot your faults. Fill in the blanks as best you can and as honestly as you can.

YOU.....

A. With People

1. Which types of people do you have trouble talking to?

_____Someone you just met _____Older people

_____Your teachers _____Yourcclassmates

_____An important person _____Someone of the other sex

_____Strangers _____Someone of your sex

_____Other:_____

2. When you lose a game, what do you do?

_____Show your disappointment _____Blame the official

_____Congratulate the winner _____Other:_____

3. If you win a game, what do you do?

_____Brag about your performance _____Try to make the loser feel better

_____Tease the loser _____Other:_____

4. Do you feel it is important to have plenty of money in order to have a good time? Explain your answer:_____

_____

5. What types of people do you have difficulty getting along with?

_____Bossy _____Brainy _____Silly

_____Talkative _____Party-minded _____Sarcastic

_____Quiet _____Other:_____

6. Do you think it is very important to be friendly to people?_____

Why or why not?_____

B. Participating:

1. What school clubs or community organizations (Scouts, 4-H, church groups, etc.) do you belong to?_____

_____

2. To what offices have you been elected?_____

3. On what committees have you served?_____

_____

4. In what projects or activities have you been involved?_____

_____

5. How would you feel if a friend of yours was elected student of the year?

_____Happy for the friend

_____Envious of the friend's election

_____Sorry for yourself

_____Determined to beat him next time

_____Other:_____

6. When you have to make a decision, what do you do?

_____Seek the advice of others first

_____Change your mind several times

_____Make up your own mind about what to do

_____Other:_____

7. Has anyone ever said that you don't cooperate with the group very well? Explain the circumstances:_____

_____

C. With Your Friends:

1. How many close friends do you have who are boys?_____

2. How many close friends do you have who are girls?_____

3 3. When people play a joke on you, what do you do?

_____Get angry

_____Plan to play a joke on them

_____Laugh with them

_____Other:_____

4. When you hear gossip about a friend, what do you do?

_____Repeat the gossip to someone else

_____Refuse to pass the gossip on

_____Repeat the gossip to the person involved

_____Other:_____

5. Do you like to argue?

_____No _____Sometimes _____Yes

D. Working with other people:

1. When you have a job to do, which do you prefer to do?

_____Work alone _____Have others working nearby

_____Receive help or advice from others _____Do the job with someone else

2. When an activity is being planned at school or in a club, what do you usually do?

_____Volunteer to take charge _____Hope no one asks you to help

_____Offer to help out _____Offer ideas, but neglect to follow through

3. When someone does a better job than you, what do you do?

_____Compliment the other person _____Find fault with the other person

_____Offer excuses for your performance _____Try harder next time

4. If someone tries to show you how to do something, what do you do?

_____Get annoyed _____Listen carefully _____Other:_____

5. How do you usually get along with your teachers at school?

_____Very well _____Well

_____Fairly well _____Not very well

E. Yourself:

1. If a friend made fun of something you did that you were proud of how would you react?

_____Get angry _____Accept the criticism for what it's worth

_____Criticize the friend's work _____Other:_____

2. Do you feel that a brother or sister is favored over you at home?

_____Yes _____Sometimes _____No

_____Doesn't apply

3. A girl you know refused to skip class with the rest of her group. What would you think about it?

_____Admire the girl's courage
_____Laugh at the girl for being so weak
_____Condemn the girl for trying to impress the teacher
_____Get angry because the girl wouldn't follow the crowd

4. Are you ever critical of others because their religious beliefs differ from yours?_____Explain your answer:_____

_____

5. How is your personal appearance?

_____Usually neat and clean
_____About as good as most people's
_____Sometimes sloppy
_____Other:_____

6. What kind of person do you think you are?

_____Pleasant and friendly
_____Easy to get along with
_____Rather selfish
_____Sometimes friendly; sometimes not
_____Hard to get along with
_____Other:_____

MANNERS AND GROOMING.....

A. How do you look to others?

1.	Are your clothes usually clean?	Yes	No
2.	Do you usually keep your hair clean and combed?	Yes	No
3.	Do you have good posture?	Yes	No
4.	Do you usually smile?	Yes	No
5.	Do you usually look ahead rather than down?	Yes	No
6.	Do you keep your teeth clean?	Yes	No
7.	Do you usually have your shoes in good repair?	Yes	No
8.	Do you try to keep your body free of offensive odors?	Yes	No
9.	Do you ever overdress, that is, wear conspicuous clothes just for show?	Yes	No

Name_____

Personality Traits

Listed below are personality traits which are considered to be important for success on a job and in relationships with other people. You will receive three copies of this sheet. Copy #1: This is YOUR copy to fill out as you see yourself. Ratings are from 1 to 5 with 1 being "Almost never" and 5 being "Almost always". Circle the number which is your estimate after the personality trait. Copy #2 is intended for your parents to complete. Copy #3 is for a friend to complete. When the three sheets have been completed, compare the results and find areas where you and your parents and your friend disagree. Keep these sheets for your records.

I am:

1. Friendly	1 2 3 4 5	15. Honest	1 2 3 4 5
2. Cheerful	1 2 3 4 5	16. Courteous	1 2 3 4 5
3. Pleasant	1 2 3 4 5	17. Careful to avoid bad language	1 2 3 4 5
4. Reliable	1 2 3 4 5	18. Loyal	1 2 3 4 5
5. Thorough	1 2 3 4 5	19. Cooperative	1 2 3 4 5
6. Neat	1 2 3 4 5	20. Poised	1 2 3 4 5
7. Appropriately dressed	1 2 3 4 5	21. Self-controlled	1 2 3 4 5
8. Confident	1 2 3 4 5	22. Punctual	1 2 3 4 5
9. Helpful	1 2 3 4 5	23. Tactful	1 2 3 4 5
10. Optimistic	1 2 3 4 5	24. Alert	1 2 3 4 5
11. Sympathetic	1 2 3 4 5	25. Persistent	1 2 3 4 5
12. Self-reliant	1 2 3 4 5	26. Sincere	1 2 3 4 5
13. Trustworthy	1 2 3 4 5	27. Modest	1 2 3 4 5
14. Honest	1 2 3 4 5	28. Patient	1 2 3 4 5

Name_____

Rating Personality Traits*

Number the following traits from 1-17. Think of the kind of person you would like to be when you make the rating.

_____Friendly

_____Pleasant

_____Reliable

_____Thorough

_____Neat

_____Confident

_____Helpful

_____Optimistic

_____Sympathetic

_____Honest

_____Courteous

_____Poised

_____Self-Controlled

_____Tactful

_____Persistent

_____Modest

_____Patient

(If you have trouble remembering what some of these words mean, look at the personality checklist where the words are explained.)

Name_____ YOU AND JOB CHOICE

Neither interests nor school grades alone can decide your future career choices. Your natural abilities, interests you have in people, things, and ideas (data) are also important.

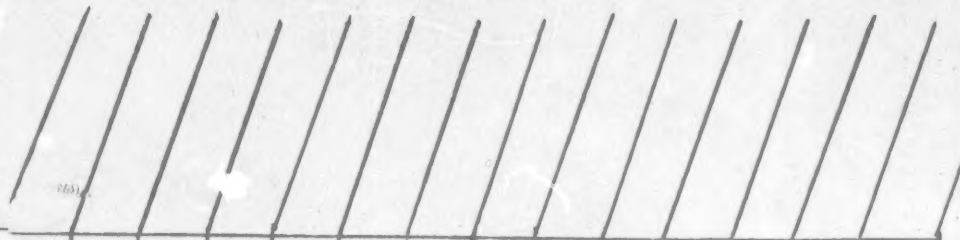
The form you are about to fill out will tell you some things about yourself. It can help you look at possible jobs for you.

Directions:

1. Place along the top of the chart (next page) all of your hobbies, summer and part-time jobs, and all the subjects in which you do above average work in school.
2. Then, take one activity at a time and go down the whole list of qualities, making checks by each quality that matches the activity.

---After you have marked the qualities for each activity:

3. Add up all the check marks for each quality and write the total for each in front of it.
4. Add up all the check marks for each quality and write the total for each in front of it.
5. Divide the grand total by 30. Give the answer to the nearest whole number. This is your average.
6. Write your average in its oval.
7. Circle all of the qualities that are equal to or greater than the average. (circle the number: example: #(27) I did it for money.)
8. Write a list of these circled qualities on a separate sheet of paper.
9. Now that you have your list of qualities, look at the chart of jobs and school subjects. Look at the lists for the subjects that you listed as subjects in which you do better than average work.
10. List all of the jobs from the lists that match your qualities or come close to matching them. Look closely and compare qualities and jobs.
11. Remember this is just one way to look tat career choices. You need lots more information besides one chart to make career choice. Hopefully, this work has made you think. Why not go to the Career Corner to find out more about the jobs you listed for yourself?



1. Is done out of doors														
2. Is done indoors														
3. Involves reading														
4. Involves writing														
5. Involves speaking - in class, public, drama, etc.														
6. Involves art or crafts--drawing, painting, wood, metal, making things														
7. Involves music														
8. Involves numbers or calculations														
9. Involves working with or doing things by yourself														
10. Requires working with or doing things with people or in a group														
11. Involves things														
12. Involves ideas														
13. Involves doing the same thing over and over														
14. Involves doing things differently each time														
15. Involves following directions carefully														
16. Involves giving directions to others														
17. Involves doing one thing at a time														
18. Involves keeping many different things in mind, one at a time														
19. Takes a long time to complete, learn, or to practice														
20. Is quickly done or learned														
21. Requires neatness and precision, detail, and timing														
22. Must be planned beforehand														
23. Should be done spontaneously														
24. Must be finished, once started														
25. Is difficult														
26. Involves making decisions														
27. I did it for money														
28. I did it because it interested me														
29. I did it because of a friend, or because it was popular														
30. I did it because it was easy, or because I couldn't think of anything else to do														

nd total: _____

rage: _____

Some Jobs and School Subjects

Art

Architect
Artist
Commercial Artist
Sculptor
Painter
Cartoonist
Architectural Draftsman
Mechanical Draftsman
Mechanical Engineer
Stage, TV, Screen Designer
Art Teacher
Carpenter
Cabinet Maker
Sign Painter
Watchmaker
Jeweler
Tailor
Displayman
Advertising Layoutman
Beautician
Photoengraver
Interior Decorator
Dancer
Lithographer
Cartographer
Dental Technician
Dentist
Photographer
Fashion Designer

Social Studies

Editor
Script Writer
Clergyman
Psychiatrist
Lawyer
Social Worker
Economist
Sociologist
Personnel Manager
Public Relations Director
Geographer
Statistician
Teacher
Librarian
Anthropologist
Archeologist
Historian
Politician
Reporter
Author
Foreign Correspondent

Business Education

Certified Public Accountant
General Accountant
Medical Secretary
Legal Secretary
Stenographer
Typist
Bookkeeper
Salesman
Sales Promotion Manager
Salesclerk
File Clerk
General Office Clerk
Stock Clerk
Grocery Checker
Stockman
Telephone Operator
Service Station Attendant
Service Station Manager
Waiter - Waitress
Office Machine Operator
Salesman of Business Machines
Buyer
Display Manager
Advertising Copywriter
Teletype Operator
Credit Manager
Department Manager
Advertising Manager
Commercial Teacher
Bank Cashier
Banker

Health and PE

Physician - Surgeon
Chiropractor
Sanitary Engineer
Dentist
Dental Hygienist
Veterinarian
Dental Assistant
Dental Technician
Nurse
Lifeguard
Model
Swimming Instructor
Professional Athlete
Referee
Coach
Recreation Leader
Laboratory Technician
Social Worker
Sports Writer
Teacher
Speech and Hearing Therapist
Physical Therapist
Chemist

Science

Forester
Biochemist
Biologist
Game Warden
Zoologist
X-Ray Technician
Dental Hygienist
Medical Secretary
Nurseryman
Practical or Registered Nurse
Curator
Laboratory Technician
Veterinarian
Dietician
Surgeon-Physician
Photographer
Detective
Assayer
Welder
Artist
Science Teacher
Geologist
Navigator
Nuclear Engineer
Civil Engineer
Pharmacist
Fireman
Mechanic
Plumber
Sheet Metal Worker
Dentist
Radio-TV Repairman
Meteorologist
Electrician
Pilot

Foreign Language

Composer
Music Teacher
Singer
Lawyer
Physician
Anthropologist
Librarian
Reporter
Author
Historian
Guide
Travel Agent
Stewardess
Stenographer
Teacher
Actor-Actress
Salesman
Receptionist
Tutor
Missionary
Social Worker
Customs Inspector
FBI agent
Interpreter
Diplomat

Language Arts

Editor
Author
Reporter
Teacher
Clerygman
Lecturer
Pharmacist
Poet
Actress-Actor
Radio-TV Repairman
Librarian
Proof Reader
Script Writer
Social Worker
Personnel Manager
Receptionist
Salesperson
Auctioneer
Salesman
Interior Decorator
Vocational Counselor
Politician
Stenographer
Typist
Forester
Lawyer
Judge
Scientist
Engineer

Home Economics

Dietician
Home Economist
Social Worker
Social Service Worker
Interior Decorator
Clothes Designer
Housewife
Nurse
Babysitter
Clothing Sales
Governess
Waiter-Waitress
Beautician
Cook
Appliance Sales
Food Sales
Physical Therapist
Reporter
Author
Stewardess
Food Processing
Home Extension Agent

Shop & Industrial Arts

Aircraft Mechanic
Auto Mechanic
Diesel Mechanic
Auto Body Repairman
Gunsmith
Farm Mechanic
Wood Turner
Planer Operator
Log Sawyer
Logger
Log Grader
Painter
Blacksmith
Welder
Service Station Attendant
Sheet Metal Worker
Machinist
Plumber
Cabinet Maker
Carpenter
Teacher
Tool Designer
Draftsman
Electrician
Engineer

Music

Composer
Orchestra Leader
Clergyman
Religious Director
Music Director
Recreation Leader
Music Librarian
Music Critic
Radio or TV Announcer
Concert Singer
Dancer
Comedian
Actor-Actress
Dramatic Reader
Music Specialist
Piano Tuner
Music Store Clerk
Chorus Girl
Teacher
Choir Director
Pianist
Arranger of Music
Organist

Mathematics

Architect
Draftsman
Pilot
Navigator
Optometrist
Physician
Bookkeeper
Statistician
Accountant
Surveyor
Bank Clerk
Banker
Insurance Agent
Actuary
Secretary
Commercial Teacher
Math Teacher
Machinist
Plumber
Carpenter
Electrician
Broadcasting Technician
Dental Technician
Dentist
Forester
Economist
Chemist
Engineer

STUDYING A BUSINESS

WHAT STUDYING A BUSINESS TEACHES

1. The student gets to observe at least one occupation first-hand.
2. The student learns that a variety of interrelated work roles are needed to accomplish the work of a business.
3. The student learns to write good interview questions.
4. The student uses questions he helped develop to conduct an interview.
5. The student learns to diagram the hierarchy of work roles in a business.
6. The student works cooperatively to make reports on the group's work.
7. The student learns correct letter-writing forms for business purposes.
8. The student is involved in decision-making and planning in a group.

The Studying a Business unit is an exercise where a group of 4-8 students make a study of the school as a place of business, the work roles demonstrated at school, etc. Included in the study is an interview with one of the people working in the school. The school is studied as an example so that the group can have some experience before they choose a local business to study as their project. At the beginning of this unit the students are given a schedule of how to go through the exercise with suggested time periods. Some groups work faster or more slowly. The students are also given various fact sheets about the school to help in their work. Once the study of the school is completed the group chooses a business, develops a plan for study, and then the teacher makes the contact with the business. Parents provide transportation.

Enclosed are the materials the student receives.

STUDYING A BUSINESS

Date_____

Group Members:

*_____

_____

_____

_____

_____

_____

_____

_____

Business_____

Address_____

Phone_____

contact person_____

*group chairman

Schedule for Studying a Business

day 1- group is given a schedule of activities for a framework of group study
group chooses a leader-record keeper
group does Assignment 1 on Cal Young Junior High (enclosed, sheets A & B)

day 2- group develops a hierarchy of work roles at Cal Young- Assignment 2

day 3- group decides on a school employee to interview- see Sheet C
group develops a list of questions for interview- refer to Sheet D
someone sets up interview with person during next class meeting day

*day 4- interview with person at Cal Young
arrange to have written report made to hand in to teacher

day 5- group chooses a business to study (phone book will help)
plan how you will do the study, make a list of what you would like to do, divide responsibilities- refer to Sheet E
set up a group conference with teacher to discuss plans

*day 6- group conference on business study plan

day 7- write a letter to the business explaining your plan
have teacher call business to explain briefly and tell them you are sending the letter, include self-addressed envelope for answer

*day 8- make decisions relevant to the response- arrange absence from school and transportation
decide how work will be divided for study

*day 9- visit to business

day 10-write thank-you to business
write and prepare report
decide on use of pictures, cover for report, etc.

day 11-continue writing report

*day 12-group conference with teacher
discuss experience
then discuss the workings of the group itself- emphasize the importance of good employer-employee, employee-employee relations

*day 13,14, etc.-allow group to expand project as long as they are interested

*if next day cannot be arranged group will go to study hall until they can do this activity

Assignment 1 - Cal Young Junior High

1. Discuss and as a group list all the possible jobs available at Cal Young. An example might be "cook". List as many different jobs as you can.

2. Each of you get a copy of Sheet A and Sheet B and fill out all of Sheet A. You may work together if you like.

Sheet A

Studying a Business

1. Name of Business_____ Phone No._____
2. Address_____
3. Name of owner/manager or person in head position_____
4. Name of contact person (if different than above)_____
5. Name types of jobs available at the business:

6. How many employees in the entire business?_____
7. Name the things the business does for the community. Why is there such a business, what "needs" does it serve? What is it for?

8. What kind of persons would be hired here? Do most jobs require special training?

9. In working here how important is it that a person be able to get along with all kinds of people?

10. What fringe benefits does this business offer to its employees?

11. What hours is this business open or operating?
12. Is there a union or employees' organization involved with this business? if yes, what is it?
13. Do people usually tend to stay on the job here for many years or do people move on after a short stay?

14. About how many people working here did not graduate from high school?
15. What is the lowest level job in this business? How much would a beginner in this job make a year?
16. What is the future of this business? Will it be needed 10 or 20 years from now?

Sheet A (contd.)

17. Does automation affect the business? What new machines are used here? Is any of the work computerized?

18. What school courses would be useful for a person to have taken if he/she wanted to work in this business?

Sheet B - Cal Young Information

Note: This will be information on names of people in different job roles at the school.

Assignment 2 - Cal Young

Note:

Using Sheet B again, student will be given a hierarchy chart of work roles at Cal Young. They then will fill in the chart for the school to see "who bosses whom".

Sheet C

Note: Students will be given a sheet of when teachers have free periods, hours the janitors, cooks, and aides work, etc. to determine who is available for interview the period the group is in the Learning Center.

Sheet D

IDEAS FOR WRITING INTERVIEW QUESTIONS

include these areas--

advantages of job

disadvantages of job

background of person--what other jobs have you held?
how long have you been here?

why did you go into this kind of work?

beginning salary?

training needed--where did you get the training?

duties of the job

do you like the work? Is there something you would rather be doing?

did you plan to do this job when you were a teenager?

fringe benefits

hours of work

what school courses help you in this work?

do you belong to a union?

Sheet E

STUDYING A BUSINESS

required: your group should make at least one visit to your chosen place of study

you should fill out Sheet A on the business

you should have at least one description of a person working at the business

beyond this, your group should decide your own way of studying the business depending on the size and type of business

OTHER IDEAS FOR STUDYING A BUSINESS

_____take a tape recorder to interview a couple of people about their jobs

_____take a camera to get pictures of people at work

_____make a collage about the kind of work done at the business

_____make a bulletin board display about the business

_____diagram a work role hierarchy for your business like the one you did for Cal Young

_____Come up with your own ideas!!

CAMP CATCH-A-FROG

A UNIT IN

CONSUMER-ECONOMICS

WHAT CAMP CATCH-A-FROG TEACHES

1. The student will learn basic knowledge of budgeting.
2. The student will know the difference between fixed and variable expenses.
3. The student will plan a week's menu for 5 people, considering proper nutrition.
4. The student will prepare a shopping list for his weekly menu.
5. The student will be aware of how weekly supermarket ads can be used.
6. The student will be acquainted with comparison shopping and unit pricing.
7. The student will visit a supermarket to see if his menu plan is reasonable for his budget.
8. The student learns about checks that should be made on a used car by checking out the family automobile.
9. The student adjusts his budget and plans for the purchase of a used car.
10. The student learns to use classified ads for buying an automobile.
11. The student gets practice in decision-making.

Camp Catch-a-Frog is an attempt to give students some introductory work in consumer-economics. The students may work alone or in a group. Rather than trying to have eighth graders budgeting for a family situation we decided to have them imagine themselves as camp counselors with four imaginary campers assigned to each of them. Within the camp situation the student studies budgeting, menu-planning, and comparison shopping, and buying a used car.

Note: Within the package, students are asked to look at shopping ads for either Albertson's or Safeway grocery stores. This has nothing to do with personal bias but is because these stores are close to our particular school. Students can then make the shopping trip assigned as a follow-up to menu planning.

Also in the package are some assignments to view filmstrips or listen to tapes. Since we had the Groelier Corp. "Consumer Education" kit we incorporated these materials into the package. However, the package should be effective without the audio-visual additions.

Following is the Camp Catch-a-Frog unit.

Camp Catch-a-Frog

It is the summer of your sophomore year in high school. You have taken a summer job as camp counselor at Camp Catch-a-Frog, a youth camp for young children. Camp Catch-a-Frog is a forest camp on lovely Scum Lake. The camp lies 12 miles from Dortwerp, the nearest town. Two four-week camps are held each summer at Camp Catch-a-Frog registering 4 young campers per counselor for each session. You are among the eight counselors for the camp and you each have four little campers assigned to you. This means there are 32 campers at each 4-week session of Camp Catch-a-Frog.

You have arrived the last two days of June to set up the first camp session for the month of July. You are eager to meet the camp director. I. M. Hert, but find on your arrival that he is in the Dortwerp Memorial Hospital with a slipped disc. He will be hospitalized for the entire summer!

To keep the camp open you as camp counselors volunteered to work jointly as a group to run Camp Catch-a-Frog. Mr. Hert agreed to your proposal as long as your group would see him often about decisions being made, and all final decisions would go to him.

* * * * * * *

The following fact sheet will be useful to you in running the camp:

Fact Sheet

Camp Property. The camp owns

1. A 1952 Ford station wagon
2. Three wooden rowboats
3. Three fiber-glass canoes
4. Eight cabins (one for each 4 campers and a counselor). Each cabin has kitchen facilities.

Income (money received)

Fees from 32 campers (at $200 for July 4-week session)	$6,400
Fees from 32 campers (at $200 for August 4-week session)	$6,400
Total for the summer	$12,800

Fixed Expenses (money that has to be paid out on a regular monthly basis)

Salaries ($150 per month for each of eight counselors).	$1,200
Salary for director	1,500
Lease of Land	200
Fire Insurance.	75
Liability Insurance	25
Total Fixed Monthly Expenses . .	$3,000

Fees are all deposited in the Camp Catch-a-Frog checking account at the Last National Bank in Dortwerp. Each counselor is authorized to write checks on this account.

Budgeting

A budget is important as an aid in managing finances. Since there are so many ways to spend money, it is helpful to plan income so basic needs are met first of all. A person or family cannot spend more than their income for long without trouble.

Certain payments remain the same each month, such as $25 for a furniture installment, $5 for cable TV. Because such payments remain the same each month, they are called fixed expenses.

Most families receive bills for electricity and telephone each month. They estimate the amount of these bills in their budget. They also estimate the amounts for food, automobile, clothing, medical expenses, etc. Also it is a good idea to set aside some money each month to take care of unexpected expenses. Because all these payments change from month to month, they are called variable expenses.

To help you determine what proportion of the monthly income is reasonable for major items. see the material below:

Budgeting Suggestions

% of monthly income	
25%	Food
15%	Emergencies (Other)
7%	Usable supplies (volleyball nets, ping pong balls, etc.)
6%	Automobile expense (gas, oil, repairs)
1%	Telephone & electricity
46%	of monthly income is already committed to fixed expenses

Assignment

You and the other counselors must now prepare a monthly budget. Use the budgeting suggestions and the fact sheet provided to help you. You will need to do some mathematics.

Use the "Budget Form for Camp Catch-a-Frog" to actually prepare your budget. (see next page)

Monthly
Budget Form for
Camp Catch-a-Frog

Income			$ 6,400
Fixed Expenses:	Counselor salaries	$_____	
	Director salary	$_____	
	Lease of land	$_____	
	Fire insurance	$_____	
	Liability insurance	$_____	
	Total Fixed Expenses		$_____
Variable Expenses:	Food	$_____	
	Emergencies	$_____	
	Usable supplies	$_____	
	Auto expense	$_____	
	Telephone and electricity	$_____	
	Total Variable Expenses		$_____
	Total Expenses		*$_____

*Total income must equal total expenses.

Food Planning

By this time your group has decided how much will be spent monthly for food for Camp Catch-a-Frog. This amount must pay for eight camping units of four little campers and a counselor each. So, divide the total food money by eight to get your unit's food money for a month and write that amount here: _____

$ _____

Usually because of food spoilage and storage room it is best to buy food weekly. Since there are four weeks in a month divide your monthly amount above by four to get the amount you have to spend for food for a week: _____

$ _____

Now you are ready to plan for your camping unit's weekly menu. Remember you are a counselor and will plan for your small group.

FOOD PLANNING FOR PROPER NUTRITION

Good food planning revolves around good nutrition--selecting the foods we need for proper health and growth. Nutrition is a daily concern. And good nutrition means eating at least the following amounts of each of four basic food groups:

Milk Group. At least four cups daily of milk (for teenagers and children), or two cups (for adults), or the equivalent amounts of such products as buttermilk, cheese, ice cream, etc.

Meat Group. At least two servings daily of meat, poultry, fish, shellfish, or eggs. Substitutions include beans, peas, nuts, peanuts, peanut butter.

Vegetable-fruit Group. At least two servings daily of vegetables or fruit. At least one serving should be a dark green leafy vegetable or a yellow vegetable such as carrots or sweet potatoes. At least one serving should be a citrus fruit, melon, tomato, or other juices.

Bread-cereal Group. At least four servings of whole-grain or enriched cereal, grain, bread, or grain products such as spaghetti or macaroni.

Note: Fats, starches, and sweets are usually over-abundant in the American diet so do not have to be planned for in your menus.

It is always a good idea to use a shopping list when you shop. This way you can better keep yourself from buying items you don't need and so overspend. You will save time at the grocery store because you will know exactly what you want. When you make a shopping list be sure to include not only what item you want, but also how much of each item.

Before you shop you should refer to the ads from various supermarkets that are in your local newspaper weekly. These ads tell about items that are good "buys" for the week. You should look at the ads to help you plan your menus. You will not be able to buy all items on sale but planning to include as many of the "specials" as possible is a good idea.

FOOD PLANNING: Assignment 1

Refer to the grocery ads for Albertson's or Safeway of the present week in the Register-Guard. Considering the ads, daily nutrition, and the amount you have to spend for a week, plan a week's menu on the enclosed chart for your camping unit made up of you and the four little campers you are counseling.

Sample Dinner Menu:

hamburgers	-- enough for 5	corn on cob	-- 5 ears
tomatoes	-- " " "	carrots	-- 5 raw
milk	-- 5 quarts	bread	-- 1 loaf

Food Planning, continued

Camp Catch-a-Frog Weekly Menu

Breakfast item	amount	Lunch item	amount	Dinner item	amount

SATURDAY

Breakfast item	amount	Lunch item	amount	Dinner item	amount

SUNDAY

Breakfast item	amount	Lunch item	amount	Dinner item	amount

MONDAY

Breakfast item	amount	Lunch item	amount	Dinner item	amount

TUESDAY

WEDNESDAY

Breakfast item	amount	Lunch item	amount	Dinner item	amount

THURSDAY

Breakfast item	amount	Lunch item	amount	Dinner item	amount

FRIDAY

Breakfast item	amount	Lunch item	amount	Dinner item	amount

Snacks: (Decide how often you will have snacks and plan what items you will have. These will have to be included in your food planning also)

Food Planning, continued

Once you have your menu planned you are ready to shop. There is much to know about being a wise shopper. To get the most for your money you have to compare parices.

For example: A store may advertise Brand A tuna fish at 2 for 98¢ and Brand B tuna as 1 for 47¢. Fo find the best buy think: $2/\overline{98}$ = 49¢ each. So, the best buy is Brand B for 47¢ a can.

Whenever you shop you should compare the cost of cne item of one brand with one item of another to find your best buy. Or, if the items are of the same brand but of different sizes, compare how much each costs per pound, dozen, or whatever.

FOOD PLANNING - Assignment 2

Tell which is cheaper in each comparison of items below:

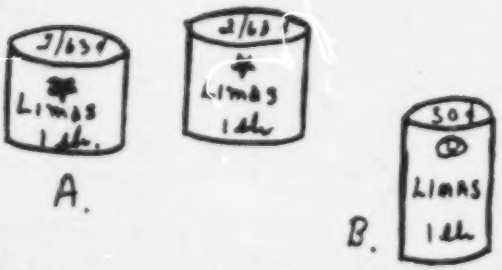
1.

A. B.

2.

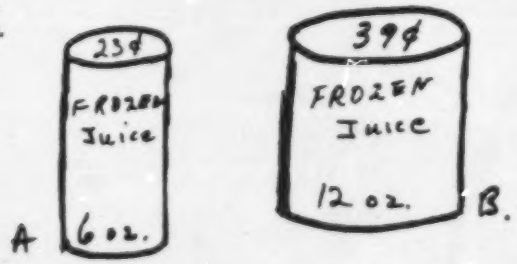
A. B.

3.



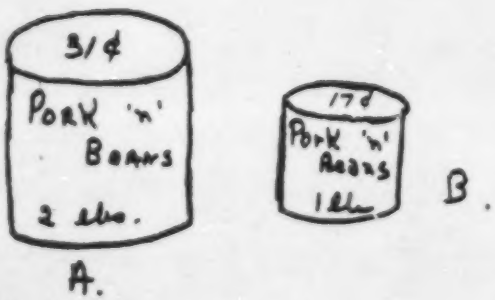
A. B.

4.



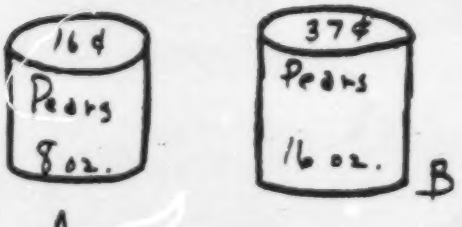
A B.

5.



A. B.

6.



A. B

Because of the rise in food prices in our country this last year many supermarkets are now posting "unit prices" for all items in their stores to help the shopper. Unit pricing means telling how much an item costs per pound, or dozen, or ounce, or whatever unit it is measured in. Unit pricing helps the shopper because it does the division for the shopper that you had to do yourself in Assignment 2. When you go to the store there will be a sticker under each item shelved in the store telling the unit cost of each item. The shopper then just compares the stickers to find the best buy. It is a good idea to use this service when you shop to save money.

Here is a sample unit pricing sticker from a dog food display:

price per unit

Equals 31.5¢ per pound
14.75 oz. Blue Mountain Pet Food Chicken .29

cost of can

Compare the following unit pricing stickers and tell the best buy:

A.

Equals 32.3¢ per pound
15.1 oz. Blue Mountain Pet Food Horsemeat .31

C.

Equals 31.7 per pound
14.83 oz Dog D-Lite Pet Food Beef .29

B.

Equals 30.9¢ per pound
14.50 oz K-L Ration Pet Food Beef .28

D.

Equals 32¢ per pound
14.35 oz. Doggie Goodie Pet Food Chicken .29

Supposing that the quality of all four of the above dog foods is about the same, put the products A-D in order from best buy to worst buy. Turn this paper upside down to check your answer. If you did not get the answers correct see the teacher.

One more thing must be considered in shopping--<u>quality</u>. Quality has to do with how good the item looks, tasts, etc. No item is a good buy, no matter how cheap, if it looks or tastes so awful that no one will eat it. So, the shopper has to consider how good the item is that he/she is buying also.

"Answers: B, C, D, A

FOOD PLANNING - Assignment 3

Check out the filmstrip and tape entitled: "The Language of Labels."* Answer the questions from the tape as you view the filmstrip. See the teacher for the labels test when you finish.

Food Planning - Assignment 4

You now know the facts about food planning and buying. Take your weekly menu and write a grocery list from it (see enclosed sheet). Fill out the first two columns of the chart. You will be visiting a supermarket soon to complete the chart.

Food Planning - Assignment 5

Now that you have your list ready for shopping you will visit the supermarket as soon as it can be arranged.

When you go to the store take your shopping list, a pencil, and if possible a clipboard or notebook to make writing easier as you walk around. As you go from aisle to aisle don't remove items from the shelf but fill out the price for each item you choose on your shopping list. (When you get back to the school you can work out total costs.) Try to shop wisely by using unit pricing.

Food Planning - Assignment 6

Complete your shopping list by working out the total cost of each item you had on your list and then add up the total cost of your week's menu.

Compare your total cost with the money you had budgeted beforehand for food. Did you go over or under your budget? Check one: Over ☐ Under ☐

When all of the members of your group have completed assignment 6, see the teacher to have a group discussion about food planning and how to keep your budget balanced.

* all film strips, tapes in package are from "Consumer Education", Groelier Corp.

Name _____

SHOPPING LIST

Amount to Spend: $

item	amount needed	price of item	total cost
: eggs	2 dozen	89¢ / dozen	$1.78

Name_____

THE LANGUAGE OF LABELS TEST

1. You want to buy a can of peaches. What tells you the most about how much you are getting?

   A. "Economy Size" on the label

   B. Size of can

   C. Weight

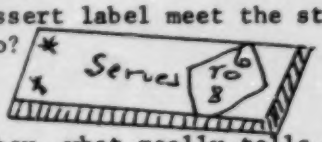
2. You want to buy a box of sandwich bags. What tells you the most about how much you are getting?

   A. "Giant Value" on the label

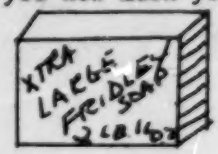
   B. Number of sandwich bags

   C. Size of each one

3. Does this frozen dessert label meet the standards of the law on number of servings? Yes or No?



4. On the soap flakes box, what really tells you how much you are getting?



5. What can you tell about the coffee?

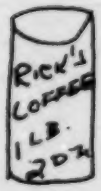
   A. A holds more

   B. B holds more

   C. Both hold the same amount

A

B



6. Food grading is done by

   A. U.S. government only

   B. U.S. government and states

   C. Local food markets

7. A can lists its ingredients this way:
   Ingredients: Peas, carrots

   This means that the can contains

   A. more peas than carrots

   B. more carrots than peas

   C. same amount of peas and carrots

8. Read these directions from a container of bleach.

   REMOVE SCORCH AND STAINS - such as fruit, ink, berry, medicine. Mix 3 tablespoons of Bleach in quart of cold water. Stir well. Soak fabrics 5 to 10 minutes. Rinse thoroughly.

   You are using the bleach to get a stain out of a cotton shirt. How much bleach do you add to a quart of water?

What to do Without a '52 Ford?

Let's jump ahead in time. Camp Catch-a-Frog has been going fine. It is the last week of July and the first four-week camp will soon be ending. Your days have been full of swimming, hiking and the sheer work of managing 4 little kids in your cabin. You have really been surprised at how well things have gone. At first your group had some pretty funny meals of burnt hamburgers and too sweet Kool-Aid but the cooking is much better now and your group members have really gotten to know each other.

Today is July 26 and one of the counselors has taken the old Ford station wagon into Dortwerp for the weekly grocery run. At noon you get a call from this counselor-disaster! A connecting rod on a piston broke and the cylinder head went right up through the block of the engine! The car is totaled! When the counselor asked a mechanic about fixing the car the mechanic just laughed. The group will now have to deal with getting a replacement for the Ford.

It was decided that all of the counselors would get together in Dortwerp on Saturday after the July campers have left and look at cars. Luckily one of the counselors had worked in a car lot for his father and knew a lot about buying cars. He wrote up this checklist of items to check to help them when they looked at cars on Saturday:

CHECKS TO MAKE ON A USED CAR		
Troubles to look for on the outside of a car:	OK (✓)	TROUBLE (✓)
1. dents		
2. flaking paint or rust spots (look on edges of of doors, trunk, etc.		
3. broken windows or deep wiper gashes on windshield		
4. bad fit on doors, windows, hood, trunk		
5. worn-down tires		
6. front wheels leaning in or out		
7. uneven wear on tires (car needs wheel alingment)		
8. front wheels loose when you shake them by holding them at the top--cost to repair $20-$100		
9. car rocks too much (push up and down on each fender, car should just rock once) - car needs shock absorbers, cost: $15-$25.		
Checks under the hood:		
1. engine block cracked or welded (serious trouble, don't buy this car)		
2. oil leaking in puddles around the motor (always some oil around motor but if lots of it-beware!)		
3. radiator water rusty or oily (could cost $10-$60)		
4. check radiator water while motor is running-if water is not moving water pump is bad-$10-$25		
5. dipstick smells of gasoline (broken fuel pump) $10-$25		
6. dipstick shows heavy oil (watch out!-heavy oil was used to quiet a bad motor! don't buy it!)		
7. check oil, if it is gray or has bubbles in it--cracked or leaking head gasket ($100-$300)		
8. feel oil, if gritty bearings worn-$50-$200		
9. check transmission oil while motor is running, if has burnt smell bands are bad ($300)		

Buying a car, continued

Checks to make while in the driver's seat:

	OK (✓)	TROUBLE (✓)
1. condition of seats, floormats, pedals, and dashboard		
2. lights work		
3. horn		
4. windshield wipers		
5. radio (if has one)		
6. push brake pedal down; it should catch, if it sinks slowly or goes to the floor you need a brake job		
7. turn the steering wheel back and forth--it should have only 2 or 3 inches of movement before the tires turn.		
8. car starts easily		
9. engine noises (gun the motor 2 or 3 times, listen for pings or knocks)		
10. oil pressure (the red light should go off when you start the car)		
11. generator (turn headlights on then step lightly on the gas; by now red light should be off--not flickering, or if there is a needle it should point to "charge".)		
12. clutch in stock car-(push pedal down with your hand; it should have no more than 2 inches push)		
13. while car is running, shift to high and put brakes on, let clutch out slowly-car should stall. If car jerks you need a new clutch.		

Test drive (takes about 20 minutes):	OK (✓)	TROUBLE (✓)
1. shifting (on stick shift) or the way the automatic transmission works-grinding, growling noises mean trouble. There is also trouble if car pops out of gear. If engine races when you first speed up with automatic transmission there is trouble.		
2. brakes (brake hard at 10, 20, and 40 mph-trouble if brakes grab, pull to one side, or are noisy)		
3. car pulls to one side (on flat road hold the steering wheel lightly, car should continue straight ahead and not go to one side-needs wheel alignment, or bearings or kingpins are bad)		
4. engine bucks or jerks-(to check: speed up quickly from 10 to 40 mph)		
5. lots of blue smoke from exhaust (have a friend watch as you warm up engine, white smoke is OK)		
6. parking brake (test on a hill to see if it holds)		

Other checks:	OK (✓)	TROUBLE (✓)
1. check mileage against the age of the car (average car is driven 10,000 miles a year so if car has a lot more than 10,000 a year it has had hard usage)		
2. Has the car been in a major accident? Signs of this are:		
a. ripples on paint job		
b. body leaning to one side		
c. new parts in front of car or under hood		
d. wheels wobble when car is driven		
e. rear wheels don't go in same track as front		
f. bad fit on doors, windows, hood, trunk		

Buying a car, continued

*Total number of troubles

*Add up what youthink the necessary repairs will cost. Then if you still think the car is a good buy double check by having a mechanic (hour own) look at it. The mechanic will cost about $20 but it will be worth it.

* * * * * *

Buying a car - Assignment 1

Read over the check list for a used car and answer the following questions:

1. Which of the following is a sign that a car needs a wheel alignment?
   A. worn down tred is the same on both sides
   B. worn down on one side only

2. You push on the fender of a car. If the car has a bad pair of shock absorbers, it will rock up and down.
   A. only once
   B. several times

3. Which of the following could mean a big, very costly motor job? (give 2 answers)
   A. dipstick with smell of gas
   B. dipstick with very heavy oil
   C. rusty radiator water
   D. welded engine block

4. Which of the following should make you more afraid to buy a particular car?
   A. dipstick with smell of gas
   B. dipstick with very heavy oil

5. Which of the following should make you more afraid of buying a particular car?
   A. rusty radiator water
   B. welded engine block

6. Suppose the front tires of a car are worn on one side only. The basic trouble is probably
   A. tires
   B. the wheel alignment

7. You want to see if a car rocks too much. You push up and down on a fender. When you stop, the car rocks up and down just once. This is
   A. a good sign
   B. a bad sign

8. The steering wheel of a car has only one inch of free play. This is a
   A. good sign
   B. bad sign

9. The steering wheel of a car has 3½ inches of free play. This is a
   A. good sign
   B. bad sign

10. You start up the car and gun the motor. The light on the dashboard for the generator shows red. This is a
    A. good sign
    B. bad sign

11. Which of the following could mean a big motor job? (more than one correct answer)
    A. blue smoke
    B. cracked motor block
    C. welded motor block
    D. dipstick with heavy oil

Buying a car, continued

12. What do you think of a 10 minute road test?
    A. not long enough
    B. about right
    C. too long

13. Which car would you be more afraid to buy?
    A. car A
    B. car B

A.

B.

14. Which of the following would make you more afraid of buying a particular car?
    A. engine block welded
    B. dented fender
    C. rusty radiator water

15. You buy a car that has been driven about 15,000 miles per year. This is
    A. less than average
    B. about average
    C. more than average

16. You find these things wrong with a car: worn-out floor mats, worn driver's seat, mileage guage showing lower mileage than expected by a large margin. These signs probably mean
    A. mileage guage was turned back
    B. car was in an accident

17. What might be used to quiet a bad engine?
    A. very thin oil
    B. very thick oil

18. About how many miles is the average car driven each year?
    A. 5,000
    B. 10,000
    C. 25,000

19. You find these things wrong with a car: body leaning to one side, rear wheels not in same track as front wheels, ripples on paint job. These signs probably mean
    A. mileage guage was turned back
    B. car was in accident

* * * * * * * *

Buying a car - Assignment 2

Put your knowledge on checking out a car to work. Use the checklist designed by one of the Camp Catch-a-Frog's counselors and check out your family car. See if one of your parents will help you with the test drive and identifying the various parts of the car you may not know.

Buying a car - continued

After you finish your check of the family car, write what you learned in a short paragraph here.

* * * * *

Buying a car - Assignment 3

The counselors also want to consider buying a new car even though that probably wouldn't be practical on their budget. It never hur tolook. Check out the tape: "Buying a New Car" and an orange record book entitled "Cars, Furniture, and Appliances" from your teacher.

* * * * *

Since buying an automobile will be a new expense for Camp Catch-a-Frog, your budget will have to be adjusted. It would be reasonable that your automobile expenses total about 10% of your total budget now instead of only 6%. Some money would have to come from the emergency fund. Go back and look over your budget. Remember Camp Catch-a-Frog is only open during the summer months so the car is only used at that time. It would be impractical to put a lot of money in a car that is only used 3 months of the year.

Using the 10% figure for auto expenses, then 10% of $12,800=

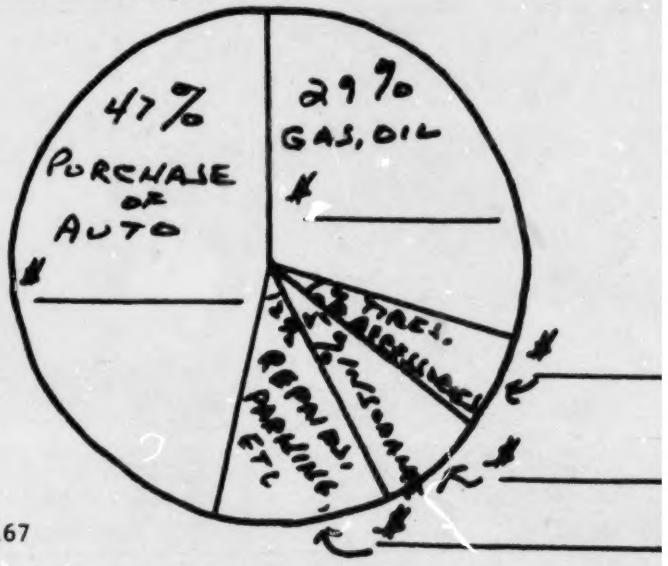
$$\frac{10}{100} = \frac{N}{\$12,800}$$ so

N = $1280 total for auto expenses

Buying a car - Assignment 4

Below is a graph of how auto expenses could be divided:
Do the math indicated and fill in the lines on the graph to show how much the counselors will allow for each item of the auto expenses.

Purchase of Auto	$\frac{47}{100} = \frac{N}{1280}$
Gas, Oil	$\frac{29}{100} = \frac{N}{1280}$
Tires, Accessories	$\frac{6}{100} = \frac{N}{1280}$
Insurance	$\frac{5}{100} = \frac{N}{1280}$
Repairs, Parking	$\frac{12}{100} = \frac{N}{1280}$



Buying a car, continued

To check your work add up all of your totals from the graph. They should equal $1280. (Note: this may not be exact but should be close)

* * * * *

You should see now that the group has $601.60 to spend for a car. This will obviously not buy a luxury car but you should be able to get something suitable for driving grocery runs to Dortwerp during summer camp.

Buying a car - Assignment 5

Go to the Library to find this week's Register-Guard. Check out the Used Car Ads (a new car at $601.60 is out of the question!) and list below possibilities for Camp Catch-a-Frog's car. Take into consideration whatthe car will be used for and how much you have to spend.

Car	Year	Type	Dealer	Outstanding features	Price
1.					
2.					
3.					

FINAL REPORT

AN INTEGRATED APPROACH TO JUNIOR HIGH SCHOOL CAREER EDUCATION

CAL YOUNG JUNIOR HIGH SCHOOL
Eugene, Oregon

Project Teacher: Mrs. Carol Campbell

Project Director: Robert F. Berkley

School District 4J
Lane County
Eugene Public Schools
200 North Monroe St.
Eugene, Oregon 97402

Thomas W. Payzant,
Superintendent

ABSTRACT OF EXEMPLARY PROJECT
FUNDED BY OREGON STATE DEPARTMENT OF EDUCATION

TITLE: An Integrated Approach to Junior High School Career Education

INSTITUTION: Cal Young Junior High School

PROJECT DIRECTOR: Robert F. Berkley
ADDRESS: 2555 Gilham Road, Eugene, Or 97401
PHONE: 687-3234

	COSTS		
	Federal	Local	Total
PROJECT DURATION: 1 July 73 thru 30 June 74	$7,150	$14,500	$21,650

PROJECT NUMBER 60-01-2 20-422 405 980-102 9112

NUMBER OF STUDENTS AFFECTED: 483 NUMBER OF STAFF INVOLVED: 20

Educational Setting:

School District 4J in Eugene, Oregon, serves approximately 21,000 students, we have eight junior high schools serving approximately 5,000 students. Cal Young Junior High School has about 650 students in grade 7,8 and 9. The socio-economic status of the Cal Young attendance area could be described as middle income.

Purpose:

The purpose of this program is to provide a comprehensive, formal, Career Education Program to all 7th and 8th grade students through a Learning Center Program, integrate that program with all other Career Education Programs in the school, and finally integrate Career Education into all subject areas. During the first year the 7th grade program was developed and implemented. It was our goal this year to develop an 8th grade program and begin integration of Career Education in the subject areas.

Procedures and Outcomes:

The project involves a full-time counselor teaching the 7th grade program. Two staff members and a teachers' aide are available to the 8th grade program. Other staff involvement includes members of the Career Education Committee.

To further develop the program we have utilized faculty meeting in-service time, professional leave time for staff to visit other programs, and have planned a staff workshop for August 74.

Outcomes: 1) A 168-page teacher manual for the 8th grade program was published and available in May 1974; 2) all staff were involved in in-service activities; 3) our Career Education Committee made an all-school survey of Career Education presently taught in the subject areas; 4) 72 visitors to the project throughout the school year; 5) a required 7th & 8th grade program in Career Education is now implemented into the school; 6) Career Education will be integrated into 9th grade classes by fall of 1974.

ANNUAL REPORT AVAILABLE FROM: Project Director

FINAL REPORT

AN INTEGRATED APPROACH TO JUNIOR HIGH SCHOOL CAREER EDUCATION

CAL YOUNG JUNIOR HIGH SCHOOL

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REPORT

I. Background and Educational Setting:

Cal Young Junior High School is one of eight junior high schools in School District 4J in Eugene, Oregon. The school district serves approximately 21,000 sutdents; about 5,000 of those being of junior high age. Cal Young Junior High serves about 650 students in grades 7,8, and 9.

Three years ago Cal Young Junior High adopted a totally new program to provide students with more variety and election in their school courses. With this program came a new schedule and a Learning Resource Center was established. The Center was to be open to students every period of the school day. Both 7th and 8th graders were required to include Learning Center in their schedules while 9th graders could elect it.

At about the same time as the new program was being instituted, there was discussion about the need for formal Career Education for students. Although almost everyone could agree that there was a great need in this area, no subject area wanted responsibility for teaching it. Each department felt it could not discard what it was presently teaching to make room for Career Education. The Learning Resource Center then became the vehicle for introducing Career Education to the school. Since 7th and 8th graders were already enrolled in the Center we had accessibility to the students for a Career Education program and would not have to compete for student time with any other program in the school. A proposal was submitted for government funding of such a program and a grant was

received for the school year 1972-73 to write a formal Career Education program for all 7th and 8th graders through a Learning Center program. At the same time we held the goal to continue to move toward intigrating the program to be developed with all other Career Education aspects of the total school program.

Before the 1972-73 school year began, a Career Education teacher, Carol Campbell, formerly Carol Gorby, was chosen to write and teach the program. Since neither the 7th or 8th graders had had any exposure to the Career Program as it was evolving, it was decided to enroll both grades simultaneously in what was to be called G I T-7 (Getting It Together - 7th grade) and then develop an 8th grade program the following year. In this way the 7th graders in G I T - 7 in 1972-73 would be the first group to experience the full Career program as projected for 1973-74. The G I T-7 course was developed to have two emphases: self-awareness and an introduction to the world of work. Virtually every 7th and 8th grader at Cal Young Junior High was enrolled in G I T - 7 in the year 1972-73. A 170-page teachers' manual of lessons and accompanying worksheets was compiled for G I T - 7 and published for use by other teachers as a result of this first year of the project.

Also, during this first year of the project, 9th graders could elect SUTOE (Self-Understanding Through Occupational Exploration). About half of our 9th grade population did so.

In 1972-73 a Career Education Committee made up of a representative teacher from each of the major subject areas in the school was

formed. This group examined the place of Career Education in the junior high school and was looking ahead to what its role should be in the total program of the school. Mr. Gene Henry, our Business Education teacher, was appointed chairman of this group.

II. Procedures and Goals for 1973-74:

We are presently in our second year of a project in Career Education. During this year, 1973-74, we have developed a separate Career program, G I T-8, for 8th graders, to follow G I T-7. A full-time teacher/counselor, Mr. Kevin Early, is presently assigned to the 7th grade program, leaving G I T-8 development to the Career Education teacher. The emphasis in G I T-8 is in small group work. Materials are written and packaged for student use with teacher guidance. There are five separate units that each 8th grader completes in this program: 1) Each 8th grader does job study in the Career Corner of the Learning Center. The Career Corner includes: tapes, film loops, learning packages, and reading materials.; 2) Small groups of students are formed to study a local business as to job roles represented, the service the business performs for the community, etc.; 3) Another emphasis of the 8th grade program is consumer-economics. Students study budgeting, buying an automobile, and grocery shopping.; 4) The student participates in a simulation game called, "Life Career", a game of life planning. ; 5) To further the students' self-awareness, each student completes a package on himslef comparing his present responses to work he did as a 7th grader.

Through these small group experiences we have attempted to meet

the following general objectives:

1. The student will show familiarity with occupational classification and the needed resources for obtaining occupational information.
2. The student will develop an adequate degree of self-awareness to enable him to relate himself to possible career choices and choose his school activities.
3. The student will be able to identify non-skill factors which have a great effect on the proper choice of a career and on obtaining, holding, and succeeding in a job.
4. The student will see the need to apply personal Characteristics to characteristics important to possible occupations one might choose.
5. The student will be able to identify good consumer practices in everyday buying.
6. Students will be able to identify a variety of work roles within a chosen business and how these roles contribute to the goals of the business itself.
7. Parents and local businessmen will be involved in our Career Education program.
8. A Career Corner of resource materials will be established for student and staff use.

Since the 8th grade program was not to be a teacher-led, lesson-by-lesson program we were required to prepare much of the materials in the summer of 1973. Four of the five units for the course were ready to begin in September of 1973. The fifth unit, in consumer-economics, was written by the Career Education teacher and Mr. Gene

Henry, the Business Education teacher, and added to the program in December, 1973.

The Career Education Committee began in 1972-73, was continued in 1973-74. This group's major efforts were spent in preparing a study of Career Education presently taught in subject area classes. A report on this study was prepared as a basis for work toward our original goal of integrating Career Education into the total school program. We have scheduled a workshop in August of 1974 for this committee to write curriculum and program to provide Career Education through 9th grade subject area. The Career Education teacher will lead the workshop and act as a resource person for the group. Thus, beginning in September, 1974 we will have Career Education for all 7th, 8th, and 9th grades at Cal Young Junior High.

This integration of Career Education into subject area classes was originally planned for 1974-75, but a decision to drop SUTOE as an elective for 9th graders after the first semester in January 1974 caused us to change our timetable. We made the decision to omit SUTOE for a variety of reasons. With our 7th and 8th grade courses in progress, much of the SUTOE class was repetitious.

We found that fewer 9th grade students were electing the course. The most important part of SUTOE was extensive job observations for 9th graders. But the gasoline shortage caused us to greatly curtail this part of the program in the winter. Lastly, in meeting with a Sheldon High Regional Career Education Committee there seemed to be strong support for limiting job observation to 10th

graders. Thus, a strong case for the elimination of SUTOE was presented. We did not want to be left without a program for 9th grade. In considering our problem we felt that if we integrated Career Education into 9th grade subject area classes we would then have a full program for all 3 grades and would meet our original program goals.

III. Results or Accomplishments of the Project:

1. Separate 7th and 8th grade Career programs developed and implemented to include all students.
2. Definite plans for integration of Career Education into the subject areas.
3. Initial steps have been made toward junior high-senior high coordination in Career Education.
4. A 168-page teachers' manual, complete with student worksheets, was produced for distribution in May, 1974.
5. We have done much to inform others of our program this year. We had many visitors to the program, requests by mail for our materials, and involvement with local Career Education teachers to exchange ideas. The G I T-7 manual supplies are consumed.

IV. Conclusions and Recommendations:

1. Junior high education continues in a state of indecision concerning whether or not Career Education ought to be formal (a separate class) or informal (integrated into all other classes). Our project says that neither program alone is the answer. We believe that a good Career Education program in a junior high school should include both formal separate classes in Career Education, preferably taught by a trained

Career Education teacher or a counselor, and some Career Education concepts integrated into subject matter area classes.

Therefore, we would recommend having both kinds of programs. We believe it is essential for all junior high school students at some time to spend a designated amount of time considering Career Education and planning with a teacher specifically trained to teach the subject. We also believe that Career Education ought to be integrated into some classes and we are going to do that in all 9th grade subject matter area classes.

2. After three years, we still have a wide range of attitudes concerning Career Education among our faculty members. We have been able to convince more teachers of the need for Career planning and really believe we have gained much better attitudes toward it over a period of three years. Still, we need more help in convincing other remaining staff members of the need for junior high school Career Education and planning.

   Therefore, we would recommend that the state department of education attempt to publish regularly, facts concerning Career Education and planning and the need for it. The entire concept is now known quite well by most junior high school faculty members. What they now need is convincing evidence that Career Education is needed, it will assist the student greatly now and in the future, and that Career Education as a concept is not going to pass out of existence.

3. We now have a well functioning Career Education Committee for this faculty. This committee is now at work becoming

more familiar with the total Career Education program, trying to give out information to all faculty members, and earnestly seeking to get Career Education integrated into 9th grade subject area classes. This committee will have a one week workshop in August and hopefully this will complete the job of providing a three year sequential Career Education program.

Therefore, we recommend that a school should have a corps of faculty members who work together to see that the program is understood and acts as a group to "push" the program in the school. This takes faculty members who are really committed to Career Education.

4. As with so many other programs in the junior high school, our program was formulated, written, and implemented primarily by one person, Mrs. Carol Campbell. She was the driving force in back of what now is a well conceived junior high school program. She has done an exemplary job in formulating the program for this junior high school which is also easily transportable to other schools.

   Therefore, we recommend that a school wanting to implement a Career Education program should seek out one key person to really guide the program from beginning to end.

5. Our Career Education program is now completely in written form for the 7th and 8th grade and by the end of this summer will be in written from for the 9th grade. It is because these programs are in writing that they are so valuable to this school and to other schools. Unless the programs are in

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5. Our Career Education program is now completely in written form for the 7th and 8th grade and by the end of this summer will be in written form for the 9th grade. It is because these programs are in writing that they are so valuable to this school and to other schools. Unless the programs are in

writing they are very difficult to explain and very difficult for some other school or teacher to use.

Therefore, we strongly recommend that schools funded to provide exemplary programs be required to put the programs in writing, have them easily available, and have them available as soon as possible. We would further recommend that the funding for the program provide for making these materials free. We have been unable to do this because we did not plan for that in advance. Therefore we have to charge for our materials and that sometimes slows down the dissemination process.

6. We began this program with some school district workshop time in which our key person participated. We have another workshop for our own Career Education Committee this summer. Workshop time is extremely valuable and we should have had more workshop time for this particular faculty.

Therefore, we strongly recommend that workshop time be provided in the original planning for a project to implement Career Education into a school. Workshop time should be provided for the key person, a corps group vitally interested in Career Education, and finally for the entire staff.

7. For two years we have had some job observation in progress, primarily thru the SUTOE Class. This has proved somewhat difficult, it was curtailed radically because of the gasoline shortage, and we somewhat question that it is properly placed with this age group.

Therefore, we recommend that the job observation phase of

Career Education be more properly placed at the 10th grade level or above.

8. This faculty made a commitment to trying to implement some Career Education into this program about four years ago. However, we believe that this would have been extremely difficult with out the funding we got to begin the program. We believe that some kind of program could have been developed but we very strongly believe that the funding which we received was very vital to the development of the well conceived program we now have.

Therefore, we strongly recommend that the state department of education continue to fund these kinds of programs so that Career Education can continue to grow and develop as an accepted part of a good modern junior high school program.

V. Summary:

As with every new program that comes along, probably every school can claim they are doing this new program to some extent. This is also probably true with Career Education. However, Career Education as it is conceived at this school could never be what it ought to be without having a formal program as we have provided.

Career Education is here to stay in this school. We have the written program which of course must be modified as we progress, we have committed the facilities and materials, and we have also committed the necessary staff time.

We really believe we have a program which is right for junior high school students, we know this program will have to be modified as it progresses, but we are very much committed to Career Education

and planning. We understand and realize how important it is and how urgent it is that we go on with this task. We must provide junior high school students with time, guidance, methods and techniques of thinking about Career Education and planning.

PROJECT EVALUATION

FOR

CAL YOUNG JUNIOR HIGH

EXPLORATORY CAREER EDUCATION PROGRAM

Conducted by

Anthony Kennedy

Alan Gubrud

Darrell Jones

May 1974

PROJECT EVALUATION

OBJECTIVE	MET/NOT MET	COMMENT
1. The student will show familiarity with occupational classification and the needed resources for obtaining occupational information.		
a. Each student will complete a learning package on data-people-things so the concept will be reinforced from GIT-7.	Met	a. Learning package is very complete.
b. The student's job study cards will require data-people-things classification and use of reference materials.	Met	
2. The student will develop an adequate degree of self-awareness to enable him to relate himself to possible career choices and choose his school activities.		
a. A form will be developed to relate skills learned in specific classes to job skills and the student's reaction to working in fields related to these skills.	Partial	a. The form was developed but not used this school year. Plans have been made to revise the form and use it next school year.
b. Students will do follow-up work on GIT-7 self-awareness.	Met	
3. The student will be able to identify non-skill factors which have a great affect on the proper choice of a career and on obtaining, holding, and succeeding in a job.	Met	Students did a good job of verbilizing the purpose of the game and what they gained from it
4. The student will be able to identify good consumer practices in everyday buying. Materials to be written in fall workshop so only 2nd semester students will be exposed to this.	Met	Students could give several good examples of these practices, but were weak on the meaning of the term "good consumer practices".
5. Students will be able to identify a variety of work roles within a specific business and how these roles contribute to the goals of the buisiness itself.	Met	Second and third quarter students were victims of the "energy crisis". It was extremely difficult to arrange transportati to outside businesses during that time. First and fourth quarter students met this objective. All students studied Cal Young Junior High as a business.

OBJECTIVE	MET/NOT MET	COMMENT
6. A cadre of students will be formed to work in the Learning Center, plan focus days.	Not Met	The students selected for the cadre were not independent enough of the teacher. When their opportunity to plan activitie came they were not able to follow thru, and there was not enough time for one to one guidance of these students.
7. A cadre of parents of Cal Young will be formed for career drivers.	Met	
8. The Career Education teacher will meet with the various departments of the school to plan to intregrate career education into the 9th grade subject areas.	Partial	Orientation meeting was held on two one-half days of inservice time during the fall. Integration meetings are scheduled for August 12-16 and will be completed at that time.
9. The Career Education teacher and the school librarian will develop a Career Corner of resource materials in the Learning Resource Center.	Met	
10. The Career Education teacher will initiate an enrichment program in Career Education for the Learning Center.	Not Met	One focus day was attempted. However, its emphasis was art, not careers. Student priorities are not centered on careers at this maturity level.
11. The Career Education teacher, in conjunction with the Social Studies department, will develop an orientation for 9th graders to Sheldon High School in terms of scheduling toward future occupation goals.	Met	Students had trouble verbilizing about this experience. However, this could be due to semantical problems.